# Sindh Early Learning Enhancement through Classrooms transformation (SELECT)

COMPONENT-2, Developing an Effective and safe Learning Environment

WORLD BANK

SINDH EARLY LEARNING ENHANCEMENT THROUGH CLASSROOM TRANSFORMATION
SELECT
PMIU
REFORM SUPPORT UNIT

# PROJECT ORIENTATION SESSION

# WORKSHOP ORIENTATION FOR COMPONENT-2

- Background/Introduction of Component-2
- Activities for C-2
- Component-2 Key Indicators (Restructuring Paper)
- Baseline Survey Key findings
- Notifies School Selection criteria
- Concept Note of Climate Resilient Indicators
- IT Dashboard
- Scope of Services of Design & Supervision Firms
- Needs Assessment Survey Checklist
- Modular Design Requirements
- Expected Measurable Output of D&S firms
- Project Documents

# INTRODUCTION COMPONENT-2

## OBJECTIVES

- Upgrade primary schools to enhance the physical learning space,. Focus of WASH facilities, increase Girl's attendance & retention, prevent early grade dropout

## SCOPE OF PROJECT

- Upgrade overall 600 school, 550 primary schools into elementary & upgrade 50 school into High schools.

## GEOGRAPHICAL COVERAGE

- The selected districts of Sindh for this project are Kashmore, Kamber Shahdatkot, Shikarpur, Jacobabad, Gohtki, Mirpurkhas, Mitiari, Sanghar, Thatta, Sujawal, Tendo Mohammad Khan, and Badin

## Approach & Methodology

- The priority is to address more than 300 schools out of 600 that have been damaged by floods. In addition, more than 200 new constructions are planned, along with the rehabilitation and addition of classrooms in up to 400 schools

# ACTIVITIES FOR COMPONENT-2

**School Construction/ Rehabilitation**

- through refurbishing of existing classrooms
- adding new classrooms
- provision of furniture (age-appropriate and child-friendly furniture)
- adequate WASH facilities

**Learner-friendly designs Elements**

- Naturally regulated lighting and temperature control
- Color schemes and materials to increase visual stimulation for learning, and
- Fexible physical layouts.
- new learning spaces such as mini libraries

# ACTIVITIES FOR COMPONENT-2

**Cost-effective carbon-efficient, climate risk mitigations**

- solar panels
- water harvesting and recycling
- heat-resistant buildings

**Flood-prone areas**

- Elevated school' design will be utilized where appropriate to increase disaster resilience against anticipated and regularly occurring flood risks

**Operations and maintenance**

- Maintenance & operational Manual after the project completion

# COMPONENT-2 KEY INDICATORS

**Indicator 1**

- Cumulative Number of Schools Upgraded, Measures the progress in upgrading schools to elementary level

**Indicator 2**

- Cumulative Number of Project Schools with Functional Facilities (WASH), Tracks the number of project schools equipped with basic facilities, including Water, Sanitation, and Hygiene (WASH

**Indicator 3**

- Climate-responsive minimum criteria are piloted in selected upgraded schools, covering all 12 districts

| Indicator Name | Baseline | Intermediate Target | | | | End Target |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| Cumulative number of schools upgraded to elementary schools (Numbers) | 00 | 00 | 45 | 146 | 372 | 600 |
| Cumulative number of project schools having functional basic facilities(Boundary Wall, Sewerage system), including WASH facility and electricity (Number) | 00 | 00 | 45 | 146 | 372 | 600 |

# Component-2 Indicators (1&2)

| Indicator Name | Baseline | Intermediate Target | | | | End Target |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| Climate-responsive minimum criteria are piloted in selected upgraded schools, covering all 12 districts (Text) | | Climate-responsive minimum criteria are approved | Climate-responsive minimum criteria are used for upgradation selected schools in 3 districts and process evaluation initiated | Climate-responsive minimum criteria are used for upgradation of selected schools in 6 districts and process evaluation continued | Climate-responsive minimum criteria are used for upgradation of selected schools in all 12 districts and process evaluation continued | The process evaluation is completed to assess the adoption of the climate responsive minimum criteria in selected upgraded pilot schools |

# Component-2 Indicators-3

# BASELINE SURVEY, KEY FINDINGS

| | |
|---|---|
| **Duplication** | Ongoing construction works: 167 schools. |
| **Gender** | School types: Boys (9.43%), Girls (10.93%), Co-educational (79.64%). |
| **Total Enrollment** | Enrollment: 65,718 boys, 37,777 girls, student-teacher ratio of 45:1 |
| **Girls** | Schools with low girls' <15, enrollment: 184 schools |
| **School ownership** | Government (705), Community-owned (23), Shared (4). |

# BASELINE SURVEY FINDINGS KEY FINDINGS

| | |
|---|---|
| **Land Size** | Land size > 5000 sq. ft.: 532 schools. |
| **Boundary wall** | Boundary wall issues: 56% schools need repair/rehabilitation. |
| **Classrooms** | Total classrooms: 2,481, 24% non-functional. |
| **Toilets** | Toilets: 1,594 total, 816 functional. |
| **Basic Facilities** | Lack of water access: 277 schools.<br>Lack of electricity: 403 schools.<br>Flood-affected: 378 schools, 134 fully damaged |

# SHORTLISTED 732 SCHOOL

| Districts | Total Schools | Flood affected | Non flood affected |
|---|---|---|---|
| Kashmore | 48 | 37 | 11 |
| Jacobabad | 46 | 31 | 15 |
| Shikarpur | 48 | 27 | 21 |
| Kamber Shahdadkot | 62 | 38 | 24 |
| Ghotki | 77 | 40 | 37 |
| Sanghar | 108 | 29 | 79 |
| **Total** | **389** | **202** | **187** |
| Thatta | 58 | 38 | 20 |
| Mirpurkhas | 66 | 35 | 31 |
| Sujawal | 54 | 31 | 23 |
| Badin | 90 | 38 | 52 |
| Tando Muhammad Khan | 29 | 13 | 16 |
| Mitiari | 46 | 21 | 25 |
| **Total** | **343** | **176** | **167** |
| **G.total** | **732** | **378** | **354** |

On the basis of baseline survey finding 732 schools is shortlisted for next stage

After the needs assessment survey final selection will be done

Transform 600 schools into well-equipped elementary schools.

# NOTIFIED SCHOOL SELECTION CRITERIA

**Objectives**

- Carefully derived to reflect school conditions
- These criteria have been defined to ensure transparency and maximize output with the available resources

**Key Variables Considered**

- Clustering of Schools II. Girls' Enrollment III. Land Size of Schools IV. Prioritizing Girls' Schools V. Avoiding Duplication with Other Schemes VI. Avoiding Disputed Land

**Rationale for Each Criterion**

- Efficient resource allocation., Promoting gender equality, Adequate space for infrastructure, Safe learning environments for girls., Avoiding redundancy, Ensuring stability and sustainability

# NOTIFIED SCHOOL SELECTION CRITERIA

## Selection Process

- These criteria guide school selection.
- Final selection schools during the need assessment survey.

## Need Assessment Survey

- Provides comprehensive feasibility analysis.
- Validates eligibility for upgrading.

## Project Goals

- Transform 600 schools into well-equipped elementary schools.
- Promote better access to quality education.
- Foster an improved learning environment for students

WORKSHOP ORIENTATION FOR COMPONENT-2
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# CLIMATE RESPONSE INDICATORS (CRI)

| | |
|---|---|
| **CRI status** | • Concept note for implementation strategy has been prepared<br>• Final stage of approval, ASA approval granted it will be notified. |
| **Objective** | • To increase the ease of learning and affective internal environment school in SELECT project District schools in Sindh Province |
| **Purpose** | • Create sustainable, comfortable, and resilient learning environments.<br>• Consider unique climatic conditions and hazards in Sindh's diverse zones |
| **Outcome** | • Enhance the quality of education by ensuring schools are climate-adaptive |

# IT DASHBOARD

**Objectives**

- Utilizing IT tools and techniques for efficiency and transparency.

**Dashboard Integration**

- Dashboard is a highly effective platform for project management.
- Central role in modern project governance.

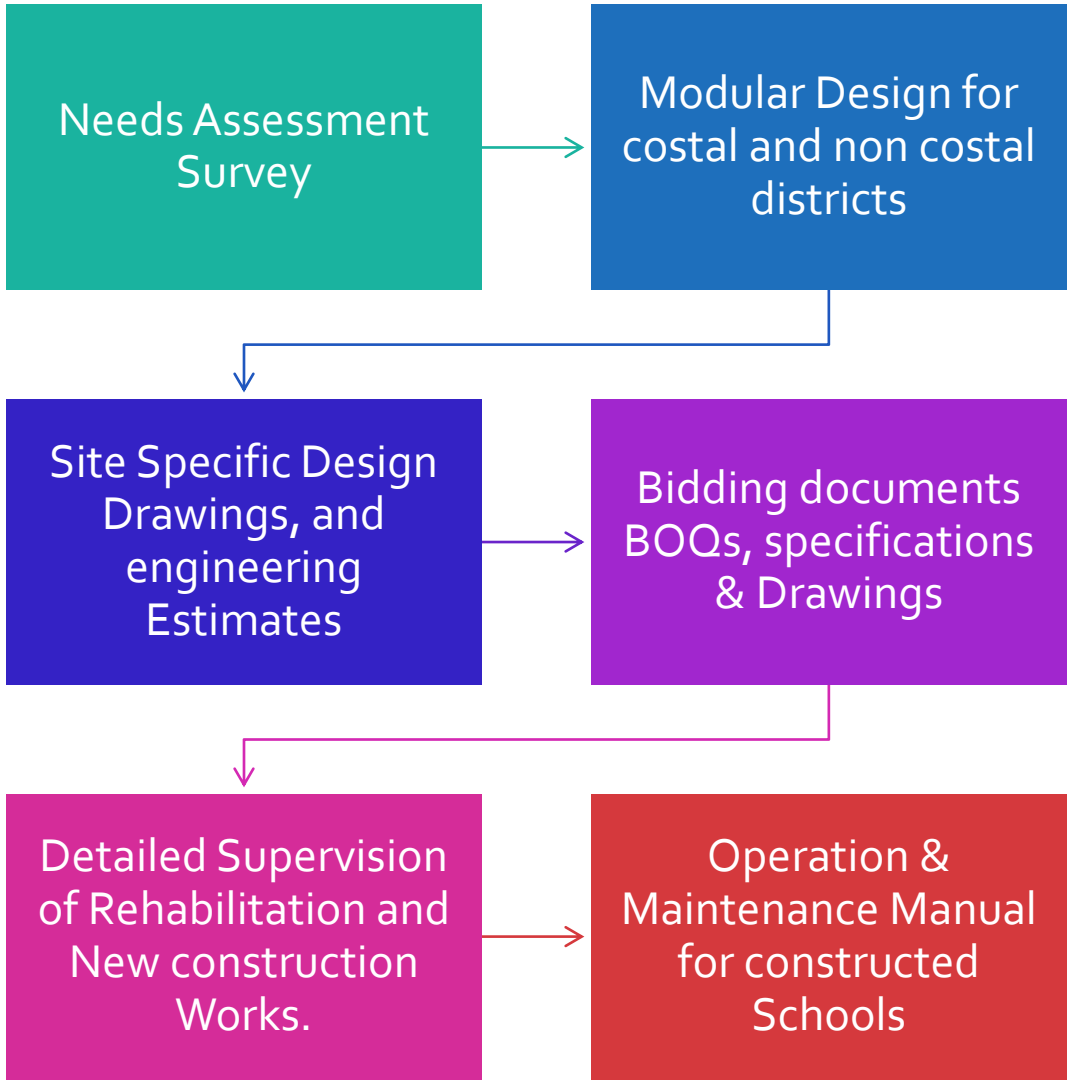
**Recommendation**

- Incorporate a comprehensive and multifarious dashboard for Component 2 throughout the project's duration.

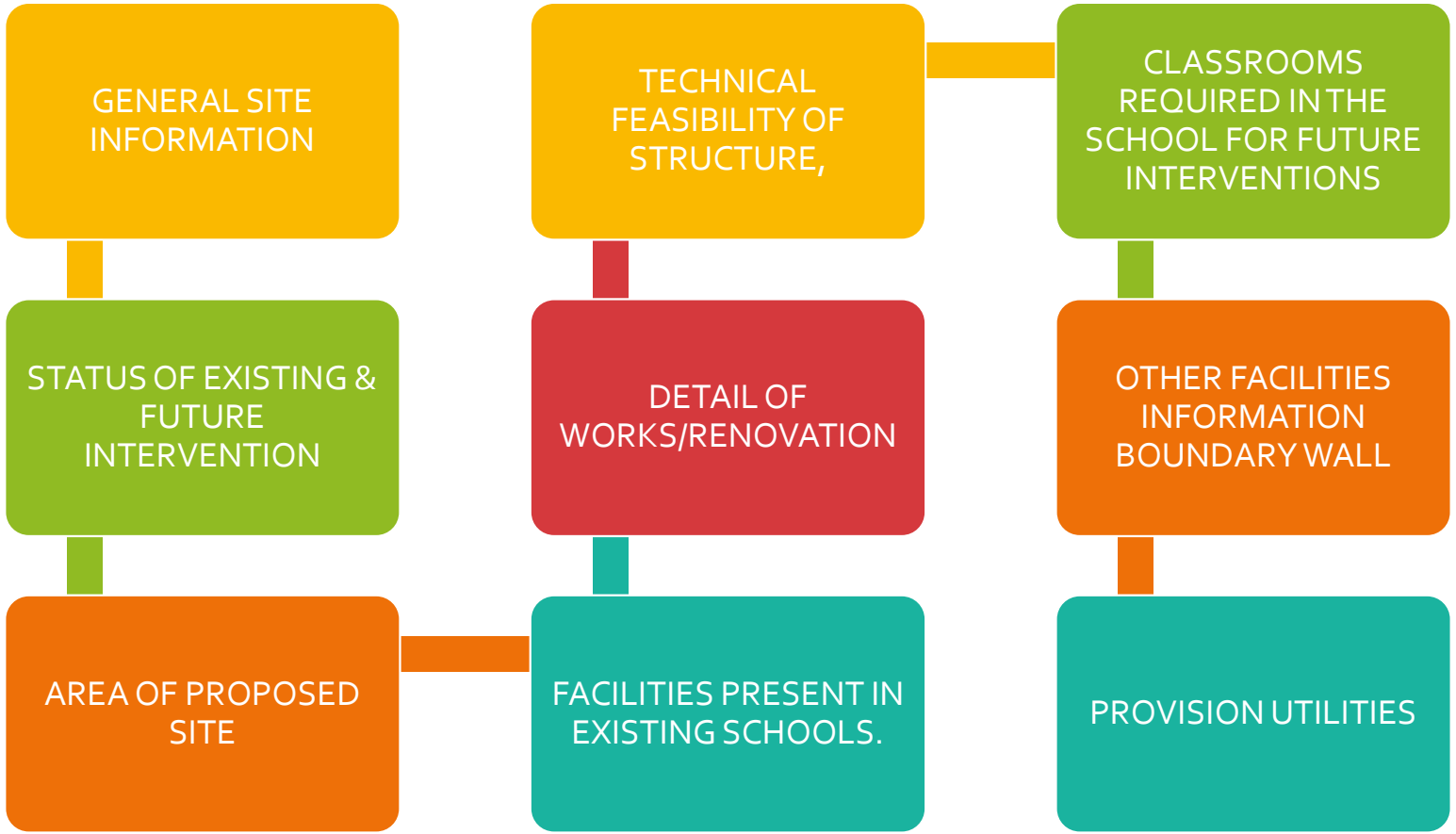
**Benefits**

- Improved execution efficiency.
- Enhanced transparency.
- Effective project governance

# SCOPE OF SERVICES FOR DESIGN & SUPERVISION FIRMS


Needs Assessment Survey
Modular Design for costal and non costal districts
Site Specific Design Drawings, and engineering Estimates
Bidding documents BOQs, specifications & Drawings
Detailed Supervision of Rehabilitation and New construction Works.
Operation & Maintenance Manual for constructed Schools

# NEEDS ASSESSMENT CHECKLIST


GENERAL SITE INFORMATION
TECHNICAL FEASIBILITY OF STRUCTURE,
CLASSROOMS REQUIRED IN THE SCHOOL FOR FUTURE INTERVENTIONS
STATUS OF EXISTING & FUTURE INTERVENTION
DETAIL OF WORKS/RENOVATION
OTHER FACILITIES INFORMATION BOUNDARY WALL
AREA OF PROPOSED SITE
FACILITIES PRESENT IN EXISTING SCHOOLS.
PROVISION UTILITIES

# NEEDS ASSESSMENT CHECKLIST

- EXISTING WASH FACILITIES AND REQUIREMENT FOR FUTURE INTERVENTION
- ALTERNATE ARRANGEMENT FACILITY FOR STUDENTS
- ENROLMENT IN CLASS-V IN THE CATCHMENTS AREA OF SCHOOLS
- LIQUID WASTE DISPOSAL SYSTEM
- MISCELLANEOUS
- DISTANCE FROM EXISTING POST PRIMARY SCHOOL
- DISASTER RISK MANAGEMENT
- INTERNET SERVICE AVAILABILITY

WORKSHOP ORIENTATION FOR COMPONENT-2
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# MODULAR DESIGN REQUIREMENT ELEMENTARY & HIGH SCHOOL

## objectives

- Prepare modular designs for 12 districts with distinct climatic and geographical features

## Categories

- Coastal and Non-Coastal Districts
- Hot and Dry, Hot and Humid, and other proposed climate categories

## Types

- 3 types of Modular Designs for each district (total 36 designs)

# MODULAR DESIGN REQUIREMENT ELEMENTARY & HIGH SCHOOL

## Methodology

- Map highlighting the 12 selected districts
- Mention of diverse climatic and geographical locations

## Design Presentation

- Architectural Views: Show examples of how designs will be presented
- 3D Modeling: Highlight the use of advanced visualization for client understanding

## Client Engagement

- Importance of client feedback
- Iterative design process
- Client involvement in finalizing designs

# EXPECTED MEASURABLE TARGETS FROM D&S FIRMS

| Phase | Districts | Schools | Bidding Docs | Start of construction | End of construction |
|---|---|---|---|---|---|
| 1 | Thatta, Mirpurkhas, Kamber Shahdadkot & Ghotki | 219 | 29-Feb-24 | 30-April-24 | 29-July-25 |
| 2 | Badin, Jacobabad Kashmore, & Sujawal | 198 | 3-April-24 | 2-June-24 | 1-Sep-25 |
| 3 | Mitiari, Tando M.Khan, Sanghar & Shikarpur | 183 | 2-July-24 | 1-Sep-24 | 31-Dec-26 |

# PROJECT DOCUMENTS

- Project Appraisal Document:
- Restructuring Paper
- ESMF (Environmental and Social Management Framework
- Labor Management Procedures
- Project PC-1
- Notifications School Upgradation Policies
- Notification of School Selection Criteria
- Baseline Survey Report
- Needs Assessment Checklist
- Stakeholder Engagement Plan

# QUESTIONS

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# SINDH EARLY LEARNING ENHANCEMENT THROUGH CLASSROOM TRANSFORMATION (SELECT) PROJECT

## Training on World Bank Environmental and Social Framework

## Design and Supervision Consultant

**29 & 30 November 2023**

# Overview of E&S Capacity Building Plan

CAPACITY SUPPORT (TRAINING)

- Introduction to World Bank ESS framework standards
- ESCP & ESMF
- Labor Management Procedure (LMP)
- Stakeholder Engagement Plan (SEP)
- SEA/SH and GBV-GAP
- Grievance Redressal Mechanism (GRM)
- ESMPs

Stage-1

**PMIU**

Stage-2

**Component wise implementing Firms/partners (DSC, SMF, LF, CPD, IT etc.)**

**Allied Institutes (PITE, TTIs, DCAR, STEDA etc.)**

Stage-3

**Contractor's Staff (Labor)**

**Education managers, DEOs, TEOs, headmasters**

**Teachers, Guide Teachers and Subject Coordinators**

**District level GRM Committee & Subproject GRM Focal Parsons**

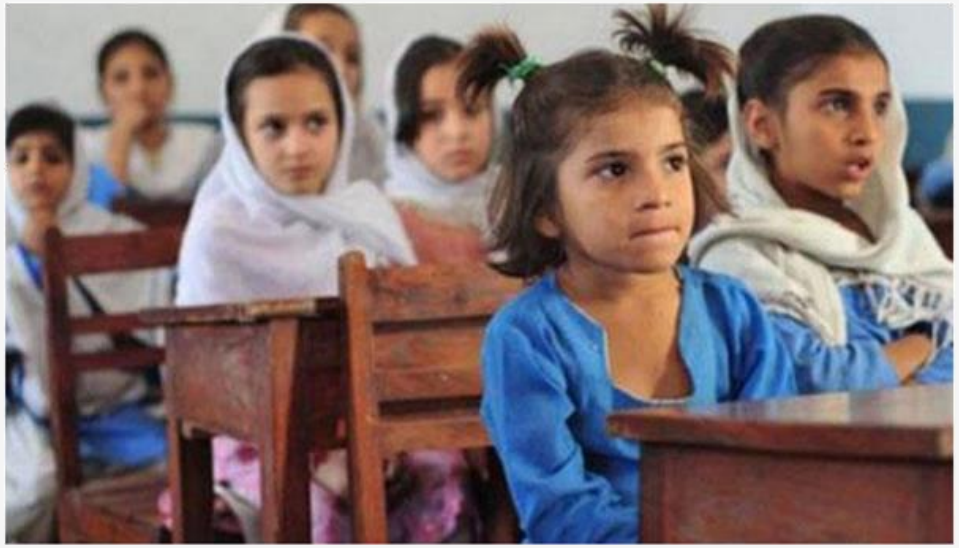
**Executive and General body of SMCs**

# Training Modules

**Six Modules**

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
|---|---|---|---|---|---|
| Project Environmental and Social Management Framework & CRI | Gender Action Plan; Sexuel Exploitation & Abuse/ Sexuel Harassement | Labor Management Procedure | Stakeholder Engagement Plan | Grievance Redressal Mechanism | Environment and Social needs assessment check list |
| 1.5 Hour | 1.5 Hour | 1.5 Hour | 1.5 Hour | 1.5 Hour | 3 Hour |

# Module 1: Environmental And Social Management Framework



**SINDH EARLY LEARNING ENHANCEMENT THROUGH CLASSROOM TRANSFORMATION PROJECT**

**(SELECT)**

**Environmental and Social Management Framework (ESMF)**

**Chapter 1** Introduction

**Chapter 2** Legal, Regulatory and Administrative Framework

**Chapter 3** Project Description

**Chapter 4** Environmental And Social Baseline

**Chapter 5** Stakeholders Consultation

**Chapter 6** Assessment of Potential Impacts and Mitigations

**Chapter 7** Environmental And Social Management Framework

**Chapter 8** Grievance Redressal Mechanism

# Introduction

- ESMF has been developed, based on desk review of secondary information and stakeholder consultations, to identify potential impacts associated with the project, including those with environmental and social dimensions.
- As per initial screening it is observed that most of the activities fall under

**low to moderate Environmental and Social (E&S) risk category**.

- District specific Environmental and Social Management Plans(ESMPs) will be prepared under the project as per the guidelines.
- Under district level ESMPs, each identified activity will be screened for the severity and extent of environmental and social impacts through E&S screening checklist.

# Project Description

**4: Technical Assistance and project management**

**3: Improving system capacity for effective school leadership and management support**

**2: Developing an effective learning Environment**

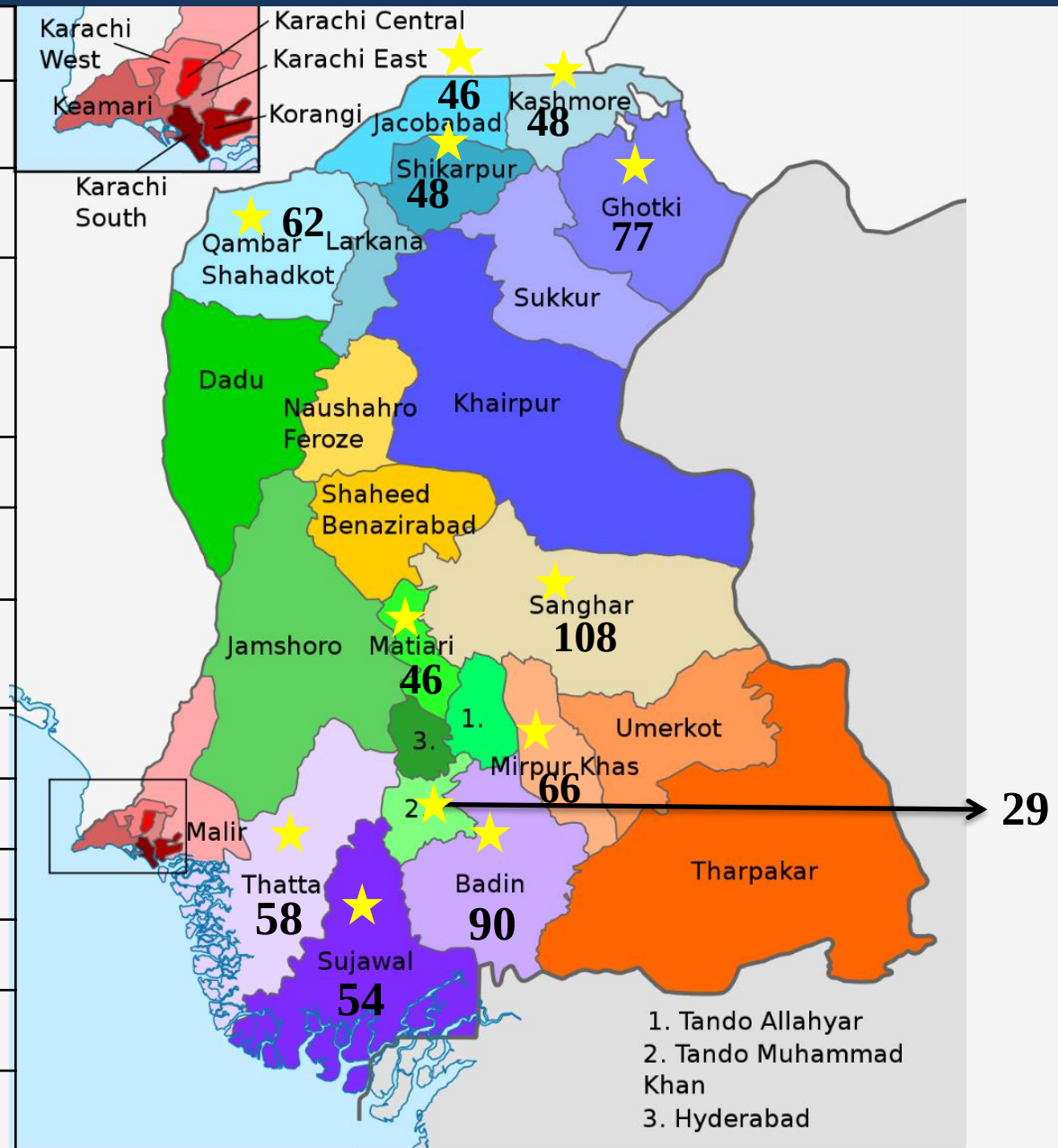
**1: Transforming teaching practices in the early grades**

## Project Components

The SELECT Project has four components. Components 1 & 3 use a Results-based Financing (RBF) approach using Disbursement-linked Indicators (DLIs), and Components 2 & 4 use traditional expenditure-based financing.

# Schools Selected for Need Based Survey

| # | District | Total |
|---|---|---|
| 1 | Badin | 90 |
| 2 | Sujawal | 54 |
| 3 | Thatta | 58 |
| 4 | Tando Muhammad Khan | 29 |
| 5 | Mitiari | 46 |
| 6 | Mirpurkhas | 66 |
| 7 | Sanghar | 108 |
| 8 | Ghotki | 77 |
| 9 | Shikarpur | 48 |
| 10 | Jacobabad | 46 |
| 11 | Kashmore | 48 |
| 12 | Kamber Shahdadkot | 62 |
| **TOTAL** | | **732** |



# Legal, Regulatory and Administrative Framework

**Relevant Environmental and Social National and Provincial Laws, Regulations, Procedures and Guidelines**

| *Relevant Legislation at National Level* | Relevance |
|---|---|
| **Pakistan Employment of Children Act 1991** | There is a chance of employment of a child by a contractor. Which is further detailed in LMP |
| **The Antiquities Act 1975** | the project proponents will ensure that no activity is undertaken in the proximity of a protected antiquity, and report to the Department of Archaeology if any archaeological discovery is made during the project activates. (Chance find Procedure will be followed) |
| **Pakistan Penal Code 1860** | The Penal Code can provide a basis to coordinate project activities with the local authorities to ensure that any activities under the project do not become a cause of public nuisance or inconvenience. (Noise, Emissions. Effluents). Cover in Community Health and Safety Plan will be part of ESMP. |
| **The Protection against Harassment of Women at the Workplace Act 2010** | The act protects women against sexual harassment at the workplace, and will be applicable to project contractors, trainers, as well as beneficiary parties- GAP is prepared for project. |
| **Building Code of Pakistan 1986 (Seismic Provisions-2007)** | construction of schools will need to comply with the seismic provision during design. |
| **Land Acquisition Act 1894** | This law will not be applicable in this project, No intervention will be implemented in any school in case of informal settlers' presence in the school land, which will be managed through Need Assessment. |

# Legal, Regulatory and Administrative Framework

## Relevant Environmental and Social National and Provincial Laws, Regulations, Procedures and Guidelines

| Relevant Legislation at Provincial Level | Relevance |
|---|---|
| **Sindh Environmental Protection Act, 2014** | After the 18th amendment, environment has become a provincial subject; therefore, this Act will govern the project activities. |
| **Sindh Environmental Protection Agency (Review of IEE and EIA Assessment) Regulations, 2014** | The proposed project activities under component 2 are small scale interventions of WASH and classroom construction or rehabilitation works, therefore it does not require site specific EIA or IEE. However, district specific ESMPs will be developed for environmental legal compliance. |
| **Sindh Occupational Safety and Health Act, 2017** | Under the Sindh Occupational Safety and Health Act, 2017, the contractor would be responsible to ensure the health and safety of the workers at workplaces (construction sites are also considered as workplace under the act). OHS plan must be part of ESMPs. |
| **Sindh Sanitation Policy 2017** | This project is directly contributing to achieve the outcome of the sanitation policy. |
| **Sindh Solid Waste Management Board Act, 2014** | Some activities under SELECT project will generate the different types of wastes, e.g., construction related waste and e-waste etc. These wastes will be managed in accordance with the SSWMB Act. |
| **Sindh Minimum Wages Act, 2015** | The contractor working for the project will be bound to pay the worker as per the guidelines of this Act. |
| **Sindh Transparency and Right to Information, 2016** | the project will engage stakeholders and public at-large in a systematic and continuous manner. Moreover, the project will establish a grievance redress mechanism to ensure transparency in all aspects |
| **Sindh Prohibition of Employment of Children Act, 2017 and Sindh Child Protection AuthorityAmendmentAct2021** | These Acts are relevant for child labor as well as corporal punishment. Project GRM will record and resolve complaints regarding corporal punishment (if any). The Subprojects contractor will also be bound to abide by this Act during the construction period. |
| **Sindh Bonded Labour Abolition Act 2015** | The Subprojects contractor will be bound to abide by this Act. |

# World Bank ESF-ESS

- SELECT Project is developed on new safeguards standards defined in World Bank Environmental and Social Framework (ESF).
- The ESF became effective on October 1, 2018, This ESF builds on more than two decades of Bank experience in the implementation of safeguard policies.
- These Standards have a more comprehensive approach to environmental and social risk, particularly on Social Risk.
- In polices there were just two ‘social’ safeguard policies: Involuntary Resettlement and Indigenous Peoples. Moreover, the ESF integrates environmental and social issues across all ten of the ESSs.

# SINDH EARLY LEARNING ENHANCEMENT THROUGH CLASSROOM TRANSFORMATION (SELECT) PROJECT

## Environmental and Social Standards trigger on SELECT Project

**ESS1**
Assessment and Management of Environmental and Social Risks and Impacts

**ESS2**
Labor and Working Conditions

**ESS3**
Resource Efficiency and Pollution Prevention and Management

**ESS4**
Community Health and Safety

**ESS5**
Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

**ESS6**
Biodiversity Conservation and Sustainable Management of Living Natural Resources

**ESS7**
Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities

**ESS8**
Cultural Heritage

**ESS9**
Financial Intermediaries

**ESS10**
Stakeholder Engagement and Information Disclosure

# SINDH EARLY LEARNING ENHANCEMENT THROUGH CLASSROOM TRANSFORMATION (SELECT) PROJECT

## ESCP Requirements and Commitments

**ESS1**

**Assessment and Management of Environmental and Social Risks and Impacts**

- Establish Environmental and Social Management Unit (ESMU) within PMIU.
- Preparation, approval and disclosure of ESMF, ESCP.
- District wise ESMPs Prior to commencement of any civil works under the overall Project
- Submit Regular **Monitoring Reports** on the E&S Implementation and Compliances to Bank.

**ESS2**

**Labor and Working Conditions**

- Labor Management procedure is developed and disclosed, the objectives of LMP are:
  1. To promote safety and health at work.
  2. To promote the fair treatment, non-discrimination and equal opportunity of project workers.
  3. To protect project workers, including vulnerable workers such as women, persons with disabilities, children (of working age, in accordance with this ESS) and migrant workers, contracted workers, community workers and primary supply workers, as appropriate
  4. To support the principles of freedom of association and collective bargaining of project workers in a manner consistent with national law.
  5. To provide project workers with accessible means to raise workplace concerns.

# SINDH EARLY LEARNING ENHANCEMENT THROUGH CLASSROOM TRANSFORMATION (SELECT) PROJECT

## ESCP Requirements and Commitments

**ESS3**

**Resource Efficiency and Pollution Prevention and Management**

- Is essential to promote sustainability and environmental responsibility. The Climate Responsive Indicators Implementation Strategy Plan have been developed and will be considered during design and supervision phase.
- Green School initiative is also developed to Educate staff and students about the importance of resource efficiency, including conserving water, energy, paper, and other resources & material.
- Minimize single-use items and promote responsible waste disposal.

**ESS8**

**Cultural Heritage**

- There is no archeological, cultural or religious sites to be affected by this Project as the Project activities are to occur within existing school locations.
- But as the Project involves digging and excavation activities, a Chance Finds Procedure is prepared and made part of the ESMF

# ESCP Requirements and Commitments

**ESS4**

**Community Health and Safety**

**Emergency Preparedness:** Prepare school teachers and students for various scenarios such as natural disasters/floods, Fire emergency, medical emergencies, and lockdown situations.

**Health Promotion:** Educate students about the importance of regular exercise, proper hygiene, and overall well-being.

**Mental Health Support:** Offer counseling services and resources for students and staff to address mental health concerns and manage stress. Create a stigma-free environment where seeking help for mental health is encouraged.

**Infection Control:** Implement strategies to prevent the spread of infectious diseases, such as promoting hand hygiene, providing hand sanitizers, and encouraging sick students and staff to stay home.

**Accessibility:** Ensure that the campus is accessible to individuals with disabilities, with proper ramps, elevators, and other accommodations.

# SINDH EARLY LEARNING ENHANCEMENT THROUGH CLASSROOM TRANSFORMATION (SELECT) PROJECT

## ESCP Requirements and Commitments

**ESS4**

**Community Health and Safety**

- Prepare, adopt, and implement a stand-alone Gender-Based Violence Action Plan (GBV Action Plan), to assess and manage the risks of gender-based violence (GBV) and sexual exploitation and abuse (SEA).

**ESS10**

**Stakeholder Engagement and Information Disclosure**

- A Stand-alone Stakeholder Engagement Plan (SEP) for the design and implementation of the Project is developed and disclosed.
- An Operational Plan is developed for implementation phase and stakeholder engagement activities are on going.
- Project Grievance Redressal Mechanism (GRM) developed, and Implementation is ongoing.

# Environmental And Social Management Plan (ESMP)

- The ESMF is developed considering the overall scenario of Sindh. However, every district has different environmental and social setting, and District specific ESMPs will be prepared under the project as per the below TOCs:

1 INTRODUCTION
2 LEGAL, REGULATORY AND ADMINISTRATIVE FRAMEWORK
3 PROJECT DESCRIPTION
4 DESCRIPTION OF ENVIRONMENTAL AND SOCIAL BASELINE
5 STAKEHOLDER CONSULTATIONS AND DISCLOSURE
6 ASSESSMENT OF POTENTIAL IMPACTS AND MITIGATIONS
7 ENVIRONMENTAL AND SOCIAL MITIGATION AND MONITORING PLAN
8 GRIEVANCE REDRESSAL MECHANISM

Based on the screenings the subproject Risk category will be analyse.

https://ee-eu.kobotoolbox.org/x/pvklKv4f

# Environmental And Social Management Plan (ESMP)

## Sequence of ESMPs Development

# SINDH EARLY LEARNING ENHANCEMENT THROUGH CLASSROOM TRANSFORMATION (SELECT) PROJECT

## Environmental And Social Baseline

### PHYSICAL ENVIRONMENT

- Topography
- Climatic Conditions
- Water Resources
- Air Quality & Noise
- Natural Hazards and Vulnerability
- Water Supply
- Solid waste management
- Sewerage Facilities

### BIOLOGICAL ENVIRONMENT

- Flora
- Fauna
- Forests and Protected Areas

### SOCIOECONOMIC ENVIRONMENT

- Demographic Characteristics
- Ethnic, Religious and Linguistic Diversity
- Physical, Cultural Resources (PCRs)
- Incidence of Poverty
- Social Services

## Assessment of Potential Impacts and Mitigations

The potential negative environmental and social impacts of the project are mainly from construction related activities such as:

**A. Potential Environmental Impacts:**

- Air Pollution
- Water pollution
- Noise generation
- solid waste generation
- Generation of e-waste
- drainage and safety hazards
- Occupational Health and Safety (OHS) risk

**B. Potential Social Impacts:**

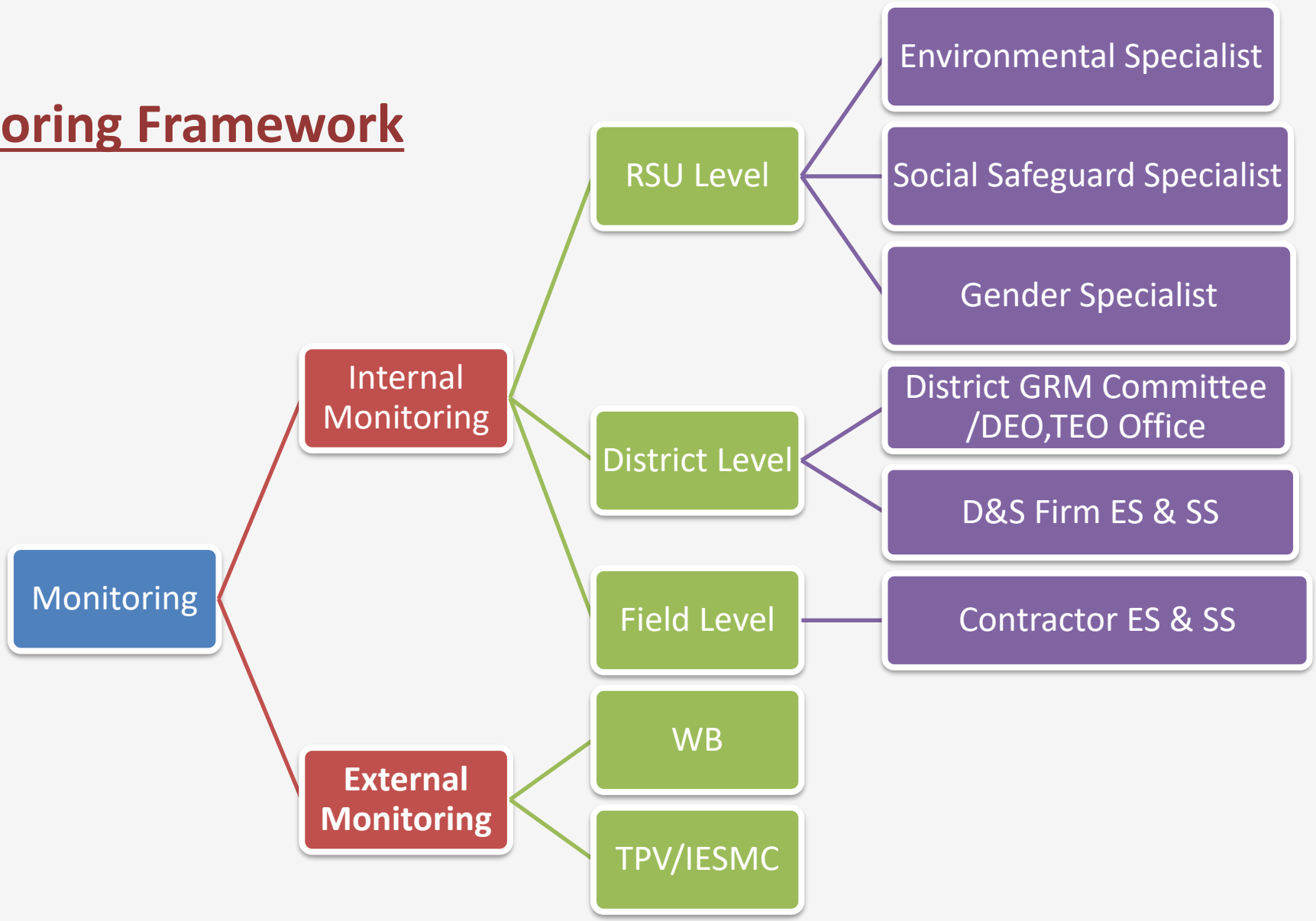
- Elite capture
- theft of project resources and materials
- Project Staff or beneficiaries contracting COVID-19
- Large population influx
- Social Conflicts
- Community health and Safety Risks

**C. Protentional Gender Impacts**

- Risk of Gender Based Violence (GBV)
- Risk of Sexual Exploitation and Abuse (SEA)
- Risk of Violence Against Children (VAC).

These impacts are expected to be localized, reversible and short-term in nature.

# Monitoring Framework



## Environmental Code of Practices

- Environmental Code of Practices (ECPs) are developed to provide guidelines for best-operating practices and environmental management guidelines to be followed by the contractors for sustainable management of all environmental issues.
- These ECPs shall be annexed to the general conditions of all the contracts, including subcontracts, carried out under the Project.

The list of ECPs prepared for the Project is given below.

ECP 1: Waste Management
ECP 2: Water Resources Management
ECP 3: Air Quality, Noise and Vibration Management
ECP 4: Road Transport and Road Traffic Management
ECP 5: Labor Influx Management and Construction Camp Management
ECP 6: Socio-Cultural and Religious Issues
ECP 7: Workers Health and Safety
ECP 8: Covid 19 Health and Safety Plan

# Stakeholder Consultations and Disclosure

A stand alone Stakeholder Engagement Plan (SEP) for the project has been developed separately, will be detailed discussed in Module 4

## Grievance Redressal Mechanism

A stand alone Project GRM has been developed separately, and will be detailed discussed in Module 5

## Reference Documents

1. Environmental and Social Management Framework (ESMF)

   https://rsu-sindh.gov.pk/contents/SELECT/ESMF-SELECT.pdf

2. Environmental and Social Commitment Plan (ESCP)

   https://rsu-sindh.gov.pk/contents/SELECT/Draft-ESCP.pdf

3. Stakeholder Engagement Plan (SEP)

   https://rsu-sindh.gov.pk/contents/SELECT/Draft-SEP-Final-Draft.pdf

4. Labor Management Plan (LMP)

   https://rsu-sindh.gov.pk/contents/SELECT/SELECT-LMP.pdf

# Questions

SINDH EARLY LEARNING ENHANCEMENT THROUGH CLASSROOM TRANSFORMATION (SELECT) PROJECT

# Thank You

Environment and Social Management Unit - PMIU

# Climate Response Indicators (CRI) Implementation Strategy

November 29, 2023

# Objective

To ensure the construction of climate-responsive schools in Sindh Province under the SELECT Project.

Create sustainable learning environments that enhance climate resilience and energy efficiency.

Promote the adoption of green spaces and efficient water management practices.

# Climate Responsive Indicators

The following CRI parameters shall be consider during the Architecture and Engineering Design of the Proposed School Buildings.

The six “basic” CRI parameters—which will apply to all 600 schools—are:

(i) building orientation for natural/”passive” heating and lighting;

(ii) thickness of walls; (iii) minimum height of classrooms;

(iii) wind catchers—where applicable;

(iv) position, size, and number of windows;

(v) greenery and plantation of trees. and

(vi) Renewable Energy

The two “advanced” CRI parameters—which will apply to 4 schools per district (48 total)— are:

(i) use of special rooftop and ceiling materials for heat reflection/capture; and

(ii) selection and use of environment-friendly/energy efficient building materials with considering alternate energy sources.

# CRIs Implementation Stages

**Stage 1** - Conduct Climate Analysis: Gather comprehensive climate data and analyze climate characteristics and hazards.

**Stage 2** - Preliminary CRIs Consideration: Discuss design considerations for coastal districts, non-coastal or flood-prone districts, and adoption of green practices.

**Stage 3** - School Building Design Considerations for indoor Environment: Highlight indoor environment design aspects for climate responsiveness.

**Stage 4** - Special CRIs Consideration for Specific 50 Schools : design aspects for optimum climate responsiveness.

**Stage 5** - Specific Criteria for Selection of 50 Schools: guidelines for selection of high periorities schools

# CRIs Design Consideration

## Coastal Districts

Design schools to accommodate the hot and humid climate. Optimize building orientation towards the west side for better climate response. Utilize cavity walls/hollow block masonry, roof treatments (thermal insulation, roof gardening), suitable material to be adopted to curb salinity and erosion, and chemicals (water proofing) to prevent dampness and heat radiation.

## Non-Coastal or Flood-Prone Districts

Design schools to withstand the hot and dry climate. Explore alternative construction methods that use heat-reducing materials to ensure structural stability. Construct high plinth structures to protect against flooding, adopt best suitable material to keep the school undamaged during any unfortunate inundation period. Roof design and execution shall be adopted to cope with any abnormal weather conditions i.e. heavy rainfalls. Implement

## Adoption of green practices

Apply a color theme scheme to promote an environmentally friendly atmosphere. Create a green belt boundary around schools to enhance the environment. Tree plantation to provide shade and improve the microclimate.

# Indoor Environment Design Considerations

### Design Aspects to Consider

Consider optimal building orientation, suitable wall thickness, minimum height requirements for classrooms, installation of wind catchers, position and size of windows, and maximizing the use of daylight.

### Enhancing Energy Efficiency

Maximize natural heating and cooling, maximize natural lighting, and utilize daylight to enhance energy efficiency.

# Special CRIs Consideration

| | |
|---|---|
| **Climate Responsive Design** | Utilize special rooftop/ceiling materials for heat reflection and capture, and prioritize energy-efficient and environmentally friendly building materials. |
| **Energy Efficiency** | Selection and use of environment-friendly/energy efficient building materials with considering alternate energy sources |
| **Water Conservation** | Emphasize water conservation through efficient technology, capacity building of teachers and students, installation of Reverse Osmosis systems in areas with poor water quality, and implementation of rainwater harvesting. |

# Roles and Responsibilities

**PMIU's Responsibilities**

PMIU is responsible for overseeing climate data, selecting schools, monitoring progress, and providing capacity building support.

**D&S Firm's Responsibilities**

The D&S Firm is responsible for climate data analysis, needs assessment, design, supervision, and quality checks.

**Contractors' Responsibilities**

Contractors are responsible for construction, procurement, workforce management, safety compliance, and reporting.

# Implementation Challenges

Limited climate data, variability, and lack of awareness pose challenges to implementing CRIs.

Resource constraints, coordination, and technical challenges also hinder the implementation process.

Ensuring long-term sustainability of climate-responsive schools is another challenge.

# Monitoring and Evaluation

1

Regular monitoring and evaluation will be conducted to assess the effectiveness of the Climate Response Indicators (CRIs) implementation.

2

Feedback from students, teachers, and other stakeholders will be collected to continuously improve and refine the CRIs implementation.

3

Data will be collected to measure the impact of climate-responsive school construction on student performance, health, and comfort.

# Questions

# SINDH EARLY LEARNING ENHANCEMENT THROUGH CLASSROMM TRANSFORMATION (SELECT) PROJECT

## Thank You

Environment and Social Management Unit - PMIU

# GENDER & SCHOOLS' INFRASTRUCTURE

**Presented By: Uzma Bano (Gender Specialist)**

**Sindh Early Learning Enhancement through Classroom Transformation (SELECT)**
**Reform Support Unit (RSU)**
**School Education and Literacy Department (SELD)**
**Govt. of Sindh (GoS)**

# Objectives of Session

- To understand the terms Gender & Inclusion
- To know the importance of Gender & Inclusion in the Component 2 of the Project
- To inform about Gender Action Plan (GAP) of the Component 2 & it’s implementation
- To inform about Sexual Exploitation &Abuse /Sexual Harassment (SH) issues which may arise during construction and their mitigating measure through SEA/SH Action Plan of the Project

# Unpacking Gender & Inclusion

**Gender:**

The term was first used by British Psychologist Ann Oakley and others in 1980s to define a set of roles, rights, responsibilities, entitlements, and obligations of women/girls and men/boys in societies. The social definitions of what it means to be women/girls and men/boys vary among cultures and change over time.

**Inclusion:**

Inclusiveness is the act of embracing all people of race, gender, ethnicity, age, disability, religious sexual orientation, education or national origin. It is giving equal access to opportunities, eliminating discrimination, and removing barriers. It empowers by valuing and respecting what makes them different.

# Why Gender and Inclusion is needed in the Component 2 of the SELECT Project?

# Reason 1

## WB Gender Strategy ( 2016-2023)

**WB's Gender strategy consists of 4 Pillars**

1. **Improving Human Endowments ( Health, Education & Social Protection)**

2. **Removing constraints for more and better jobs**

3. **Removing barriers to women's ownership of and control over assets**

4. **Enhancing women's voice and agency & engaging men and boys**

**Gender tagging is a must in the WB Projects that close gender gaps in the four pillars of the WBG gender strategy through:**

**(i) Analysis – identify gender gaps in outcomes between men and women in a given project**

**(ii) Design – devise interventions to address gaps between women and men, and;**

**(iii) Indicators in the results framework that measure the closure of a gender gap**

# Reason 2

## Education Situation in SELECT Project Districts

- The largest number of out-of-school children and students' drop-outs
- In the SELECT Project districts, 38 percent of boys and 57 percent of girls ages 6–10 never enrolled in school while in non-SELECT districts this proportion is 18 percent and 26 percent respectively
- Boys-girls gap is 19 percent while in non-SELECT districts this proportion is 8 percent
- 82 percent of boys and 73 percent of girls continue from grade 1 to 2, which is almost 5 percentage points lower than the rates in non-project districts
- Grade 5 to 6 transition rates are also very low—about 62 percent of boys and 57 percent of girls in grade 5 move to grade 6

# Reason 3

## Demand & Supply Sides Constraints

### Major demand-side constraints:

- The unwillingness of children to attend school
- The unwillingness of the girls' parents to send them to School

### Major supply-side constraints:

- Lack of availability of grades 6–8 especially in girls' primary schools
- Lack of availability of female-friendly WASH facilities in girls' school

# How these supply and demand side issues can be addressed in the SELECT Project?

## *Through following Gender Sensitive interventions*

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**1) Awareness raising**

**2) Behavior interventions**

**3) Capacity Building of Educational Leaders**

4) Upgradation of mostly Primary girls and mixed schools into Elementary Schools ( 80 & 583 out of short-listed 732)

5) Providing Female-friendly & inclusive WASH Facilities

# How Gender and Inclusion is integrated in Component 2 of the SELECT Project?

-----*THROUGH GENDER ACTION PLAN*

Introduction of GAP.pdf

Revised GAP.pdf

# Why focus on SEA/SH in Component 2 of the SELECT Project?

**The construction of school buildings, classrooms, and infrastructure will involve thousands of unskilled and semi-skilled workers. There is a potential threat to workers' involvement in Gender Based on Violence (GBV), Sexual Harassment (SH) and Sexual Exploitation and Abuse (SEA) at the construction sites and schools where girls' students study & female teachers also work.**

**Social Risk Rating: Moderate**

**These risks are site-specific & can be mitigated by incorporating suitable provisions in Contract documents and project design.**

# How these risk will be addressed?

**A SEA/SH Prevention and Response Action Plan** is recommended for Moderate, Substantial and High-risk projects but the activities outlined in the Action Plan will vary in accordance with the level of risk: the higher the risk, the more the Action Plan will need to address. The IA is responsible for producing **the SEA/SH Prevention and Response Action Plan**.

The outline of it consists of the following:

- How the project will put in place the necessary protocols and mechanisms to address the SEA/SH risks;

&

How to address any SEA/SH allegations that may arise?

The project ESMP lays the first building blocks for addressing SEA/SH risks and should provide the basis of the Action Plan. The Action Plan needs to include specific arrangements for the project by which SEA/SH risks will be addressed. This includes considerations such as:

- Awareness raising strategy, which describes how workers and local communities will be sensitized to SEA/SH risks, and the worker's responsibilities under the CoC;
- How the project will provide information to employees and the community on how to report cases of SEA/SH, in violation of the CoC, to the GRM;
- The GRM process for notifying the contractor of allegations and,
- **GBV service providers** to which GBV survivors, including SEA/SH survivors, will be referred, and the services which will be available.
- **The SEA/SH Prevention and Response Action Plan** should include an **Accountability and Response Framework** that details how allegations of SEA/SH will be handled (investigation procedures) and **disciplinary action for violation of the CoC by workers**.

# Accountability and Response Framework

**The Accountability and Response Framework should include at minimum:**

- **How allegations will be handled, in what timeframe, and the range of possible disciplinary actions for violation of the CoC by workers, taking account of due process;**
- **Procedures to report SEA/SH allegations internally for case accountability;**
- **A referral pathway to refer survivors to appropriate support services; and**
- **Procedures that clearly lay out confidentiality requirements for dealing with cases.**

# Accountability and Response Framework

It is essential that any disciplinary action for violation of the CoC by workers be determined and carried out in a manner that is consistent with local labor legislation and applicable industrial agreements, otherwise, there is a risk that the CoC will not be implemented effectively. While the **SEA/SH Prevention and Response Action Plan** is recommended for Moderate, Substantial, and High-risk projects, the **Accountability and Response Framework is recommended for all projects**.

There are at least three key actors involved in handling SEA/SH allegations:

**(i) GRM operator;**

**(ii) GBV service provider and**

**(iii) the representative of the IA**

# How SEA/SH Complaints will be handle?

It is essential that prior to SEA/SH complaints being received, all projects clearly identify who specifically will be responsible for handling the complaint: who will assess the nature of the complaint, the appropriate sanction to be applied to the perpetrator, confirmation that the survivor has received support and that sanctions have been enacted, etc.

Teams should note that existing modalities for reporting complaints may not be appropriate to enable reporting or to handle the sensitivities associated with SEA/SH. Teams may therefore need to identify alternate channels for reporting, such as the GBV service provider.

# Q&A

# Thank You

SINDH EARLY LEARNING ENHANCEMENT THROUGH CLASSROOM TRANSFORMATION

## Orientation on SELECT

# Labor Management Procedures (LMP)

**For Design & Supervision Firm Team**

**REFORM SUPPORT UNIT**
School Education & Literacy Department
Government of Sindh

November 29-30, 2023

# Provisions of ESS2 – Labor and Working Condition

- Contract Terms and Conditions
- Safety and health at work
- Fair treatment, non-discrimination, and equal opportunity
- Protect project workers, especially vulnerable workers
- Prevent forced labor and child labor
- Support freedom of association and collective bargaining consistent with national law
- Means to raise workplace concerns

# Understanding the Types of Workers

| Direct Workers | Contracted Workers | Primary Supply Workers | Community Workers | Government Workers |
|---|---|---|---|---|
| People employed or engaged directly by the Borrower (including the project proponent and the project implementing agencies) to work specifically in relation to the project. | People employed or engaged through third parties to perform work related to core functions of the project, regardless of location. | People employed or engaged by the Borrower's primary suppliers. | People employed or engaged in providing community labor. | People employed on a regular basis by the government, often considered civil servants. |

# Requirements for Different Types of Workers

| Direct Workers | Contracted Workers | Community Workers |
| --- | --- | --- |
| ***All requirements*** of ESS2 apply and application is a Borrower responsibility. | ***All requirements*** of ESS2 apply and the Borrower is responsible for enforcing them by including them in the terms of contracts, along with remedies for non-compliance. | Requirements for a ***labor management procedure***, ***occupational health and safety, working conditions***, and ***avoiding child and forced labor*** apply in all cases.<br><br>Other ESS2 requirements applied only if relevant. |

# Requirements for Different Types of Workers

## Primary Supply Workers

Screening for potential ***risks of child labor, forced labor, and serious safety issues*** by the Borrower. Supplier must: take steps to remedy any cases of child or forced labor; introduce procedures and mitigation measures to address serious safety risks. Where remedy is not possible, the Borrower will, within reasonable period, shift to suppliers who can demonstrate practices consistent with ESS2.

## Government Workers

When Government civil servants work in the project (for example, in the PIU or project management office) without their status as a Government civil servant affected, the application of ESS2 is limited to the ***child labor and forced labor*** and ***occupational health and safety*** requirements.

# Protecting Vulnerable Workers

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**A child over the minimum age and under the age of 18 will not be employed or engaged in connection with the project in a manner that is likely to be hazardous or interfere with the child's education or be harmful to the child's health or physical, mental, spiritual, moral or social development**

# Promoting Fair Treatment

No discrimination in any aspects of the employment relationship

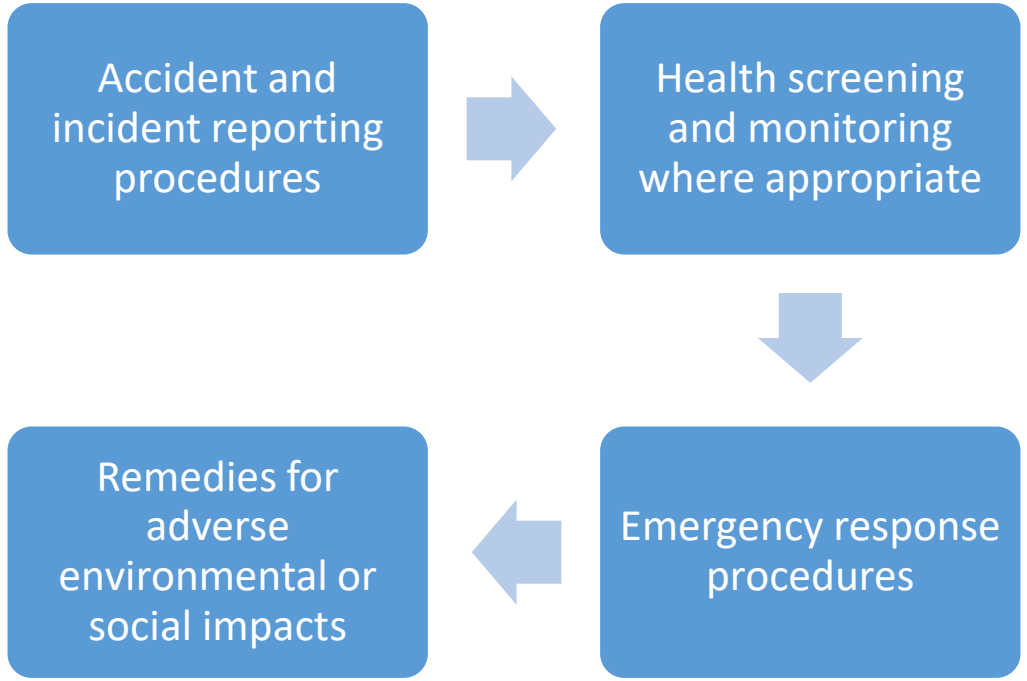
Measures to prevent and address harassment, intimidation and/or exploitation

Protection and assistance to address vulnerabilities of project workers (women, those with disabilities, migrant workers, etc.)

# Keeping People Safe and Healthy

***In addition to the labor management procedures, the Borrower and/or contractor should prepare and implement an Occupational Health and Safety Manual or Plan addressing:***

- Hazards in the workplace
- Organization and staffing
- Protective measures for hazardous conditions or substances (such as protective gear, fire control)
- Worker's training


Accident and incident reporting procedures
Health screening and monitoring where appropriate
Emergency response procedures
Remedies for adverse environmental or social impacts

***Implementation of the OHS manual or Plan will be required under the contract***

# Applicable Laws

- Laws on working conditions;
- Laws on terms of employment;
- Laws on OSH;
- Laws on wages;
- Laws on child, bonded labor and trafficking in persons;
- Laws on Industrial Relations;
- Laws on women protection;
- The Protection Against Harassment of Women at the Workplace Act, 2010 as amended in 2022;
- The Sindh Empowerment of ‘Persons with Disabilities’ Act, 2018

# SELECT Major LMP Risks and Challenges

- There are risks of excessive working hours, issues regarding observance of minimum wages, leave entitlements and discrimination in treatment with the direct workers;
- Working conditions including excessive working hours, health and safety at workplace, and discrimination in treatment are expected risks facing project workers;
- Primary suppliers are expected to use child labor, forced labor, wage evasion and lack of coverage and protection under the applicable labor laws and social protection schemes;
- Construction of school buildings, classrooms, infrastructure in connection with WASH, installing solar panels and other rehabilitation work will be involving hundreds of unskilled and semi-skilled workers.
- They may be facing number of problems including discrimination, working at height, working during harsh weather, carrying excessive weight, exposure to cement dust, poor lightning, poor ventilation, unhygienic living, forced labor, child labor, less wages, long working hours, gender discrimination and lack of protection of workers under labor laws and social protection schemes are common potential workers' risks at construction sites;

# SELECT Major LMP Risks and Challenges

- The construction workers will be facing cement dust and associated risks with debris during demolition of old school buildings, particularly, their possible exposure to asbestos, residuals of plastic, rusted steel/ iron, solid waste and other substance dangerous for their lungs and general health.
- There will also be a risk of inadequate and unhygienic living conditions/workers camps and lack of access to medical facilities in case of accident;
- There may be issues of protection of migrant workers and potential risk of impacting host communities in terms of socio-cultural conflict, sexual harassment, pressure on social institutions and resources and environmental degradation;
- There are potential threats of workers' involvement in Gender Based Violence (GBV), Sexual Harassment (SH) and Sexual Exploitation and Abuse (SEA) at the construction sites and schools where female teachers are also working.

# Codes of Conduct and Behavioral Standards

**Two methods for implementing SEA/SH prohibitions**

Both provide a basis for the Borrower or its contractors to mandatorily **implement and enforce** disciplinary measures against a project actor who perpetrates SEA/SH.

Both need to be supported with proportional **sensitization and training**

**Codes of Conduct**

*Written document that sets out core principles and minimum standards of behavior with which project actors agree to comply on an individual basis, specifically in relation to a Bank financed project.*

**Behavioral Standards**

*Set of written principles and minimum standards of behavior with which project actors are required to comply as a condition of their employment or membership of an organization, institution, or professional body. Behavioral Standards may be grounded in legislation, regulations, or rules of the jurisdiction or in existing employment contracts*

# Codes of Conduct and Behavioral Standards

For projects with a **low or moderate SEA/SH risk rating**, existing behavioral standards that include **general prohibitions** against misconduct, harassment, and criminal actions may provide an avenue for accountability in the case of an incident.

- *If there are no Behavioral Standards, or if strengthening of the Behavioral Standards is not possible, project actors will need to agree to a project-specific CoC*

In projects with a **substantial or high SEA/SH risk rating**, behavioral standards or a CoC that **explicitly prohibits** SEA/SH are recommended:

- Where Behavioral Standards do not explicitly prohibit SEA/SH, **Bank task teams should engage Borrowers in dialogue as early as possible** during project preparation to determine whether the Borrower will introduce specific SEA/SH prohibitions into the Behavioral Standards or will adopt a project-specific CoC.
- Borrowers will introduce explicit SEA/SH prohibitions in **contractually binding instruments before project actors begin activities** in connection with the project

**Opportunity** Review of existing behavioral standards for civil servants under key ministries could provide potential for **portfolio level analytical work**

# Coordination and Steering

- Occupational Safety and Health Committee;
- Worker’s Management Committee;
- Inquiry Committee regarding cases of SE, GBV and SEA;
- Workers GR Committee (please also explain GRM, complaints to be addressed, types of two committees and procedures);
- Canteen Committee;

# LMP Implementation Responsibilities

- Project Management
- Consultancy firms
- Contractors
- Primary suppliers
- Project workers
- Project partners/ Individuals, NGOs, civil society organizations
- Steering, reviewing and coordination by PMIU

# **Means of Verification to be used by PMIU** (Annexes)

| |
|---|
| Due Diligence during Hiring of Contractors; |
| Accident Reporting; |
| Appointment letter; |
| Workers' Code of Conduct; |
| Contractors' Declaration; |
| Workers' Training and Orientation Plan; |
| Monthly LMP Compliance Certificate; |
| Emergency Preparedness Guidelines; |
| Monitoring and Evaluation of LMP Format; |
| LMP Compliances for Community Workers. |

# Thanks

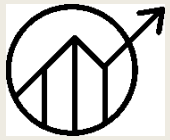
# SELECT- Stakeholder Engagement Plan

# Stakeholder Engagement and Information Disclosure: Why?

- Allows to ask for and receive diverse views regarding project design, implementation risks, impacts, and mitigation measures.

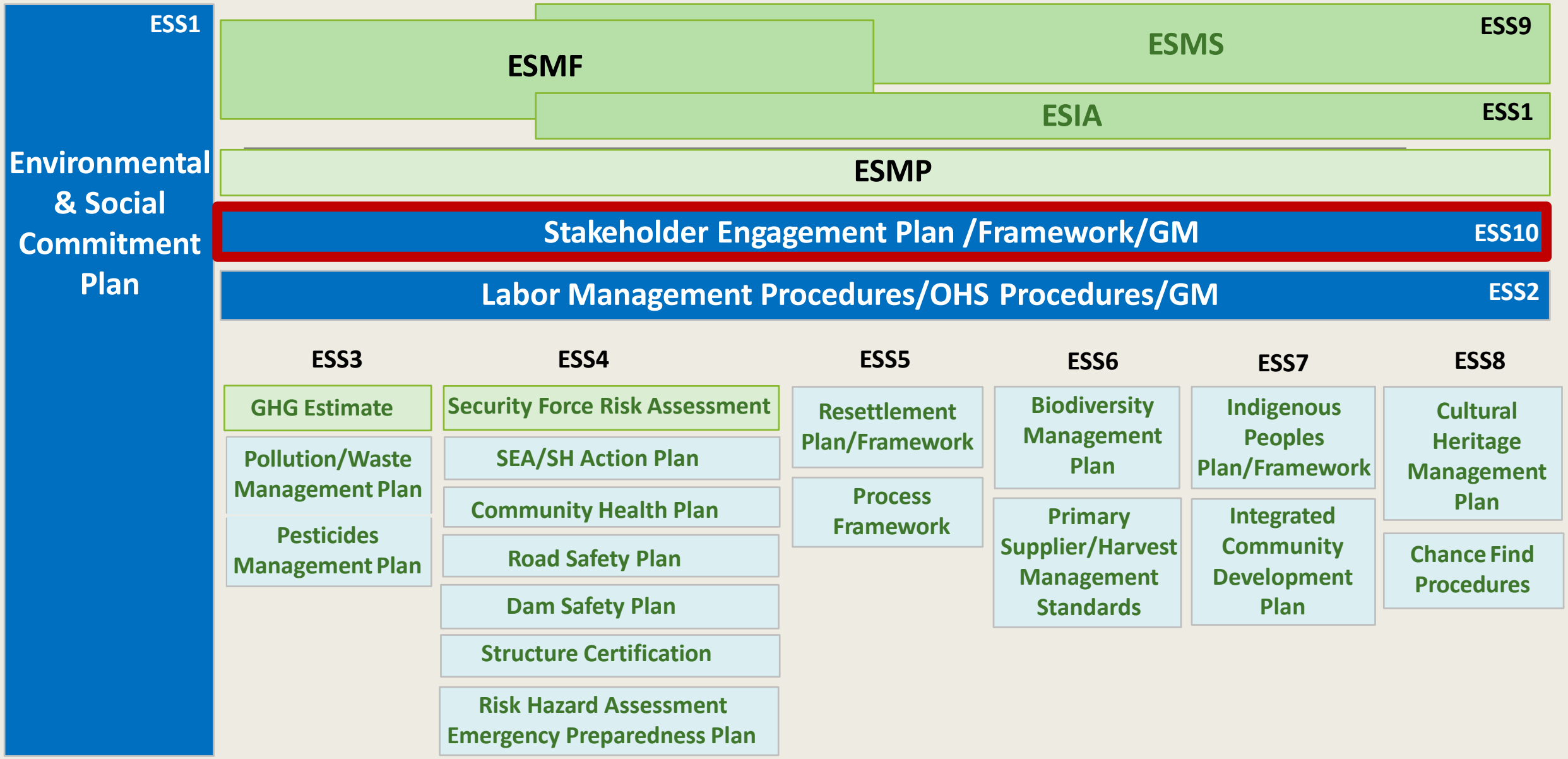
- Helps to develop strong, constructive and responsive relationships with people impacted by the project.

- Can support project supervision and help identify potential environmental and social issues early.



- Can improve the environmental and social sustainability of projects, the project's acceptance and its outcomes, and contribute to successful project design and implementation.

# Stakeholder Engagement in the ESA process



# Identify and Analyze Stakeholders

Stakeholders can be broken down into three main categories:

- **Project-Affected Parties** (PAPs)
- **Other Interested Parties** (OIPs), and
- **Disadvantaged / Vulnerable Individuals or Groups**

**The more specific the stakeholder categories are, the better** to:

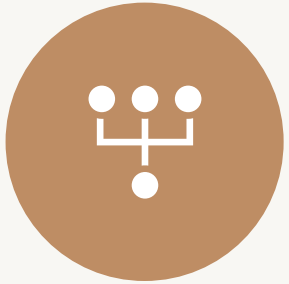
- understand different groups' interests, influence, positions and concerns related to the project; and
- to determine how to engage them and manage their expectations

It is useful to **disaggregate and analyze stakeholder groups in as much detail as possible**.

- For example, different stakeholder categories may include individuals & households, landowners, businesses, print media, online media, academia, think tanks, NGOs/CBOs, labor unions, faith-based organizations, etc.
- There may be differences between local-level, regional-level and national-level actors.
- It is useful to distinguish between people normally considered vulnerable and those that may be vulnerable *due to the project* (e.g. people who have been cumulatively impacted).

# SELECT- Stakeholder Identification and Analysis

**Affected parties** includes “those likely to be affected by the project because of actual impacts or potential risks to their physical environment, health, security, cultural practices, wellbeing, or livelihoods. These stakeholders may include individuals or groups, including local communities” (World Bank, 2018b).



The **“Affected Parties”** in the **SELECT** context refer to all those stakeholders who are either involved in direct implementation of the project components, who are recipients of the project benefits, or/and those who are likely to be adversely impacted by it.

# Level of Impact on Affected Parties- C2

| S.N | Affected Party | Level of Impact |
|---|---|---|
| 1 | Primary students (1-5) and their parents | + **High:** Will positively benefit through improved teaching pedagogies and availability of learning tools and improved facilities. |
| 2 | Elementary students (6-8) and their Parents | + **High:** Expected to increase retention. Opportunity, especially for girls to continue education |
| 3 | Primary teachers | + **- High:** Increased capacity and access to teaching resources for improved learning outcomes, but are unlikely to advance in career |
| 4 | Primary headmasters/mistresses (HMs) | **- High:** In case of up gradation of “cell/ hub schools,” there is a likelihood of transfers |
| 5 | Elementary headmasters/mistresses (HMs) | + **High:** Fresh recruitment through third party and promotions of senior teachers to Grade 17 in this post |
| 6 | Taluka Education Officers (TEOs) | + **- High**: Redefined roles and responsibilities for engagement on academic matters rather administrative. |
| 7 | District Education Officers (DEOs) | + **- High**: Bifurcation of responsibilities between DEOs, Deputy DEOs, and TEOs will lead to result based management. Might cause displeasure and conflict over new roles |
| 8 | Directorate School Education – DSEs | +**High** School Upgradation – Lead all DEOs , Postings of new teachers , New role of DEO& TEOs. |
| 9 | School Education Works Wing | + **High:** Direct stakeholder in implementation of the component-2 of the project. |
| 10 | School Management Committees – SMCs/ Local Community | +- High: Direct beneficiaries – Community ownership of Project initiative – Some time few community individual can create hurdles in project activities |

# Other Interested Parties

The **Other Interested Parties (OIPs)** refer to individuals, groups, or organizations with an interest in the project, which may be because of the project location, its characteristics, or matters related to public interest. They may include regulators, government officials, the private sector, private academics, associations, educational organizations, and other civil society organizations.

In the context of the **SELECT project** the relevant organizations of the SELD, Development partners, local and international non-government organizations working independently or in conjunction with SELD on similar components within the selected districts, community-based organizations representing minority groups as well as the environment protection authorities are being considered as OIPs. These stakeholders are not going to be directly responsible for execution of any project component

# Level of Impact on Other Interested Parties

| S.N | Other Interested Parties | Level of Impact |
|---|---|---|
| 1 | The relevant private sector development agencies having experience of Education Projects, INGO/ NGOs, CSOs, such as the British Council, The Citizens Foundation and other reputable educational organization or Gender/SEAH service providers | + **Moderate: I**mplementation knowledge and experience **sharing.** |
| 2 | Sindh Education Foundation (SEF) | + **Moderate:** Has high enrolment functioning schools in the SELECT districts |
| 3 | Sindh Environment Protection Agency (SEPA) | + **High :** SEPA may help in better managing construction impacts on the environment and SEPA NOCs |
| 4 | Provincial Disaster Management Authority, Sindh (PDMA) | + **High:** Technical assistance for disaster proofing of school designs and on disaster zoning across the selected districts |
| 5 | Sindh Building Control Authority (SBCA) | + **High:** Responsible for approving the designs of the building structures. |
| 6 | DG HR& Training, SE&LD | + **High:** Maintains and updates the biometric record of postings of teachers. Weak collaboration with project, in the form of delayed updating of transfer record, may affect performance of teachers and overall learning environment. |
| 7 | Labor Department | +- **Moderate: LMP ,** Workers Concerns |
| 8 | Women Development Department | +- **Moderate:** Gender, SE/ AH Concerns and service providers |
| 9 | Local Pressure Groups (Media, Political Leaders/ Religious groups, tribal groups) | +- Moderate: Some time these groups disturb project activities which delays project interventions and increase project cost |

# Disadvantaged/vulnerable individuals or groups

**Disadvantaged/vulnerable individuals or groups** are potentially disproportionally affected and less able to benefit from opportunities offered by the project due to specific difficulties to access and/or understand information about the project and its environmental and social impacts and mitigation strategies.

In this project individuals or groups of individuals who should be the intended direct beneficiaries of the project but are at risk of being alienated/marginalized are therefore vulnerable or disadvantaged.

Socio-cultural demand-side barriers combined with economic factors and supply-related issues (such as availability of school facility), together are likely to hamper enrolment and retention of certain marginalized groups, in particular girls and differently abled children3

Sindh overall demonstrates harmonious co-existence of multiple ethnic and religious groups. Generally, incidence of exclusion either on religious or ethnic grounds has not been observed in school enrolment or in the overall education system. However, to champion social inclusion, the project will engage with all such groups so as to minimize grievances and marginalization of any individual and group with special needs.

# Account for Types of Vulnerability and Adapt Engagement Measures Accordingly

| | | | | |
|---|---|---|---|---|
| Vulnerabilities linked to access issues ► | People living in remote or hard-to-reach areas | People with limited digital connectivity | People with limited access to communication media—newspapers, TV, radio, etc. | People with limited transportation options to gain access to documents or participate in meetings |
| Other types of vulnerabilities (literacy, identity, age, status, etc.) ► | People with low literacy levels | People with low technical literacy, particularly for complex technical project | Linguistic minorities/ Religious minorities/cast based | People with disabilities |
| | Survivors of Gender-Based Violence | Sexual Orientation and Gender Identity minorities | Elderly or youth | Gender norms—men and women meeting separately |
| **How can these vulnerabilities be addressed through different engagement approaches?** | People disadvantaged based on economic or occupational status | Indigenous peoples, ethnic or religious minorities | People with a specific civil status (migrant, refugee…) | Internally Displaced Persons |

# Engaging Disadvantaged or Vulnerable Individuals and/or Groups

To **ensure the views and interests of vulnerable groups and individuals are represented**:

- Engage facilitators/intermediaries to reach these communities
- Remove barriers to participation by ensuring access to information and project consultations is made easy.

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The **World Bank Directive on Addressing Risks and Impacts on Disadvantaged or Vulnerable Individuals or Groups** states that it is important that the SEP:

- Identifies disadvantaged and vulnerable groups and individuals
- Includes differentiated measures to allow the participation of such groups and individuals
- Includes information about how these groups have been engaged in the preparation of the SEP.

# Techniques for a Stakeholder Engagement Program

| | Remain Passive | Monitor | Inform | Consult | Collaborate | Empower |
|---|---|---|---|---|---|---|
| **Goal** | No goal. No engagement. | Monitor stakeholders' views. | Inform or educate stakeholders. | Gain information and feedback to inform decisions. | Work with stakeholders to understand issues and concerns and formulate joint responses. | Delegate decision-making on particular issue to stakeholders. |
| **Engagement Techniques** | Stakeholder concern expressed through protest, letters, media, websites, etc., or pressure on regulatory bodies and other advocacy efforts. | Media and internet tracking. Reports from other stakeholders or interviews. | Bulletins, letters, brochures, reports, websites, open houses, displays, press releases, press conferences, advertising. | Surveys, focus groups, one-to-one meetings, workshops, public meetings, advisory forums, online feedback and discussion. | Multi-stakeholder forums, advisory panels, consensus building processes, joint projects, partnerships. | Integration of stakeholders into governance structures, such as through becoming shareholders, members of committees (e.g. Grievance Redress Committees, Community Development groups), taking over responsibility for aspects of activity. |

**Meaningful stakeholder engagement ≠ Decide, Announce, Defend** (DAD), a top-down, minimally participatory management approach.

Meaningful stakeholder engagement should focus on **consultations, collaboration and empowerment of stakeholders**, and two-way communication.

Even though some people may protest or complain about the project, any **pressure, threats or reprisals** against them **are unacceptable.**

# Structure Your Stakeholder Engagement Program

| Project stage | Target stakeholders | Topic(s) of engagement | Method(s) used | Location/ Frequency | Responsibility |
|---|---|---|---|---|---|
| *RAP preparation and implementation; Detailed Design* | • SMCs, Local School Community , Teachers<br>• People residing in project area;<br>• DEO/ TEOs<br>• Vulnerable households | • School Technical Survey<br>• E&S Risk Assessment<br>• Project Orientations, School designs , Special needs of female/ vulnerable groups<br>• School Land Ownership/ land record availability<br>• Project scope and rationale;<br>• Alternate Classroom Options availability<br>• Grievance mechanism process | • Public meetings,<br>• Trainings/workshops,<br>• Separate meetings specifically for women and vulnerable;<br>• Mass/Social Media Communication - Facebook, WhatsApp;<br>• Disclosure of written information - Brochures, posters, flyers, website Information desks - In Municipalities and HQ;<br>• Grievance mechanism | • Project launch meetings at District/Regional level;<br>• Monthly meetings in Schools and DEO Offices;<br>• Survey of School villages;<br>• Communication through mass/social media (as needed);<br>• Information desks with brochures/posters in affected municipalities (continuous) | PMIU (Environment & Social & Gender Team, Design & Supervision Firm, ; Project Grievance Redressal committee |
| | … | … | … | … | … |

**Tips:**

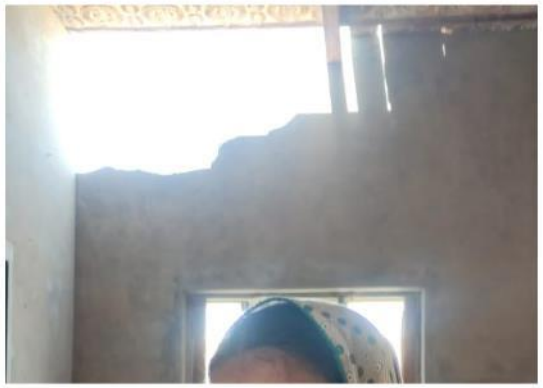
- Adapt stakeholder engagement activities to project phases
- Specify the frequency of engagement and communication with different stakeholder groups
- Get agreement within the PIU on who will be responsible for what aspects of stakeholder engagement and information disclosure

# E&S Screening  Field Based Stakeholder Engagement

KoboToolbox

## Environmental and Social Screening Checklist

| Type | Question | Response |
|---|---|---|
| | Date: | Aug 22, 2023 |
| abc | Name of Assessor: | Kashif |
| School Location | | |
| | Region | Hyderabad |
| | District | Matiari |
| | Tehsil | Matiari |
| GENERAL SITE INFORMATION | | |
| 123 | Q3. Semis code | 423020354 |
| abc | Q4. School Name: | GBPS-Agham Wasan |
| | Q5. School Location (Coordinates) | latitude (x.y °): 25.7376276<br>longitude (x.y °): 68.520901<br>altitude (m): 29.4 |
| | Picture of School main entrance | |



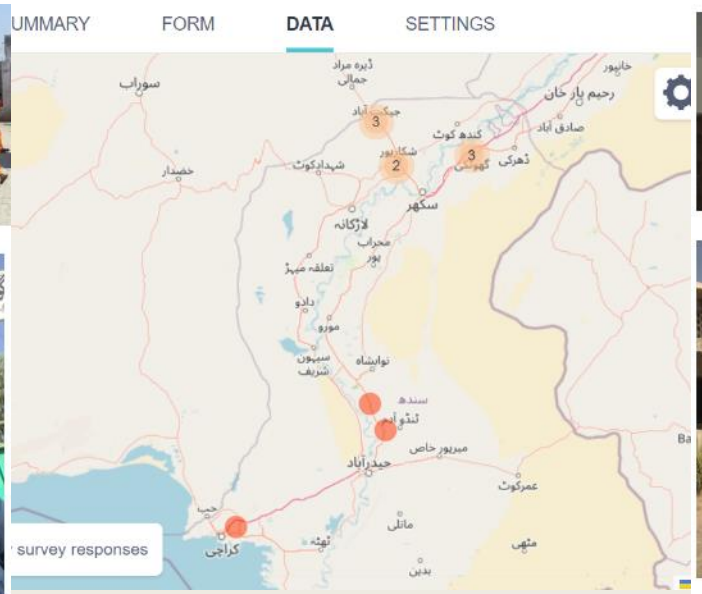
# E&S Screening – District Based Stakeholder Engagement

GBPS - Soofi Pahalwan Faqir

GGPS - Haji Lakhmir

GBPS – Main Ghotki

GBPS – IRRIGATION COLONY



GGPS - MUHAMMAD KALWAR

GGPS Saeedabad 2

GBPS - Amin Shah Chishti

Shah Ali Ji Wandh

GBPS – Hayat Park

# THANKS

Sindh Early Learning Enhancement Through Classroom Transformation

# (SELECT)

# GRIEVANCE REDRESSAL MECHANISM

**Reform Support Unit,**
**School Education & Literacy Department**
**Government of Sindh**

# Grievance Redressal Mechanism

- A Grievance Redress Mechanism is a system by which queries or clarifications about the project are responded to, problems that arise out of implementation are resolved and grievances and grievances are addressed efficiently and effectively”

- **AIMS & OBJECTIVES OF GRM**
- The main objective of the **GRM** i.e complaint handling system is to ensure that the views of concerns of affected parties heard and act upon it timely, effectively & transparent manner.
- Project GRM Focus only on Project related Interventions Complaints.

# Complain Register Channels/ Procedure

- The complain lodge through different ways/Methods
- UAN#:111-735-328
- What's App # 0317-8222566
- Email grm.select@gmail.com
- Walk-In
- Complaint Forms (English, Urdu & Sindhi)
- Complaint Box (Fix at every site)
- Public Complain Register at TEO office
- GRM-APP is in developing Process
- RSU & SELECT Website (www.select.gos.pk & www.rsu-Sindh.gos.pk)

# COMPLAINT FORMS FOR GRM

# ENGLISH URDU & SINDHI

SINDH EARLY LEARNING ENHANCEMENT THROUGH
CLASSROOM TRANSFORMATION (SELECT)
SCHOOL EDUCATION & LITERACY DEPARTMENT
GOVERNMENT OF SINDH.

UAN: 111-735-328 What's App # 0317-8222566 Email: grm.select@gmail.com

## GRIEVANCE/COMPLAINT FORM

| COMPLAINANT INFORMATION | TRACKING # | | |
|---|---|---|---|
| Complainant Name | | Phone # | |
| CNIC Number | - - | Email Address: | |
| Gender | | | |
| Address | | | |
| Nature of complain | 1) Administrative | 2) Civil Work | Submission Date Time _____ |
| | 3) Social/Community | 4) Training | |
| | 5) Environmental | 6) GBV/ SEAH | - - |
| | 7) Procurement | 8) Any other | |

**COMPLAINANT STATEMENT**

**Complainant signature/ Thumb**

**FOR OFFICE USE**

**ACTION TAKEN/ REFERRAL**

| GFPs | DGRC | CGRC-SELECT | GBV/ SEAH | SE&LD | ANY OTHER FORUM |
|---|---|---|---|---|---|

**Remarks**

| Name of School | Semis Code | Uc | Taluka | District |
|---|---|---|---|---|
| | | | | |

| Name of Complain Recorded Staff | Designation | Contact & Email |
|---|---|---|
| | | |

**Note: -**
If complain relates to GBV/SEAH,
Please refer to GBV prescribed Form.

**Grievance Focal Person Signature**

SINDH EARLY LEARNING ENHANCEMENT THROUGH
CLASSROOM TRANSFORMATION (SELECT)
SCHOOL EDUCATION & LITERACY DEPARTMENT
GOVERNMENT OF SINDH.

UAN: 111-735-328 What's App # 0317-8222566 Email: grm.select@gmail.com

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| GFPs | DGRC | CGRC-SELECT | GBV/ SEAH | SE&LD | ANY OTHER FORUM |
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SINDH EARLY LEARNING ENHANCEMENT THROUGH
CLASSROOM TRANSFORMATION (SELECT)
SCHOOL EDUCATION & LITERACY DEPARTMENT
GOVERNMENT OF SINDH.

UAN: 111-735-328 What's App # 03178222566 Email: grm.select@gmail.com

شڪايتي فارم

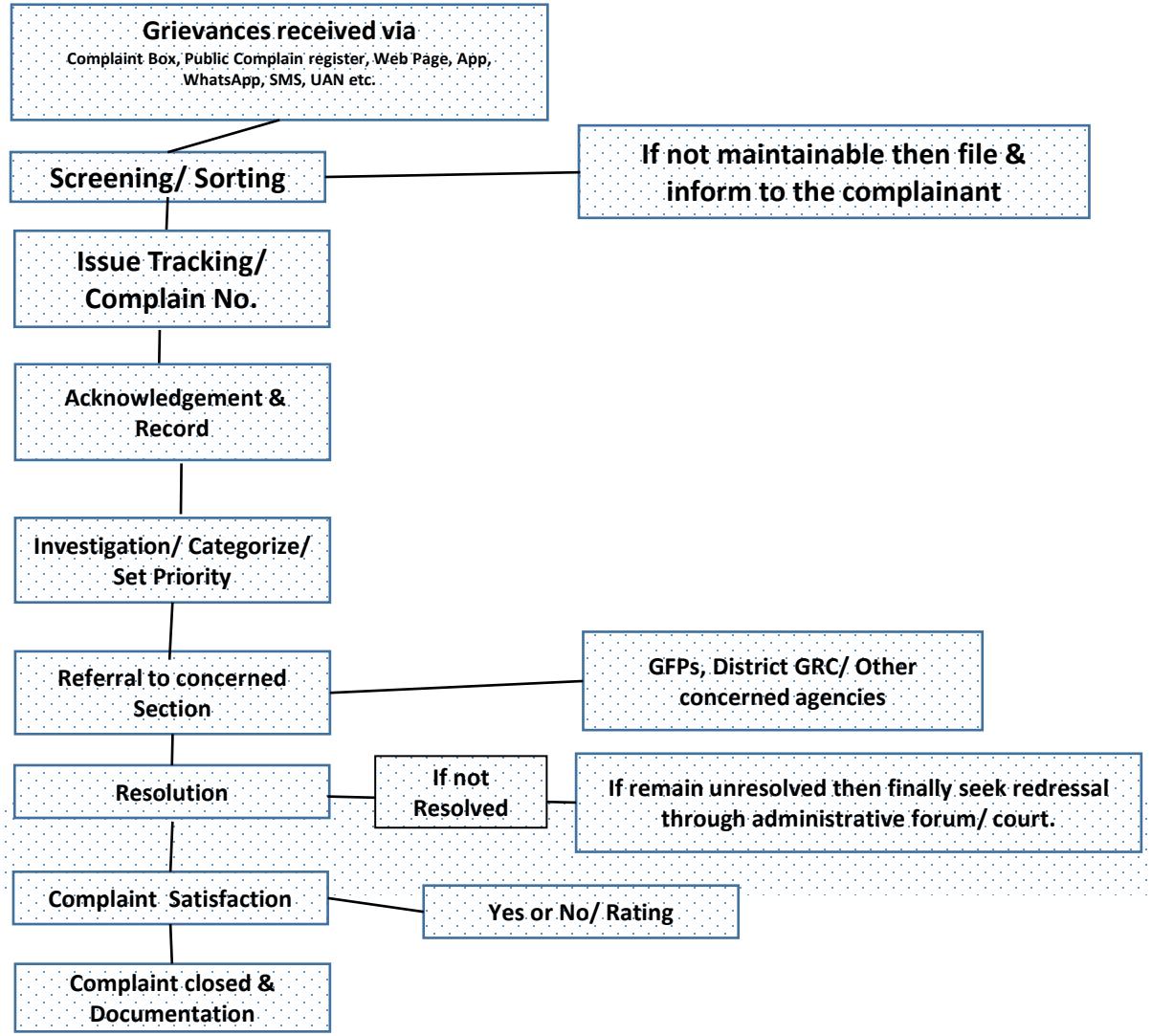
شڪايت ڪندڙ جي معلومات

شڪايت ڪندڙ جو بيان

شڪايت ڪندڙ جي صحيح/نشان

| GFPs | DGRC | CGRC-SELECT | GBV/ SEAH | SE&LD | ANY OTHER FORUM |
|---|---|---|---|---|---|

# GRIEVANCE MECHANISM PROCESS/ FLOWCHART


Grievances received via
Complaint Box, Public Complain register, Web Page, App, WhatsApp, SMS, UAN etc.
Screening/ Sorting
If not maintainable then file & inform to the complainant
Issue Tracking/ Complain No.
Acknowledgement & Record
Investigation/ Categorize/ Set Priority
Referral to concerned Section
GFPs, District GRC/ Other concerned agencies
Resolution
If not Resolved
If remain unresolved then finally seek redressal through administrative forum/ court.
Complaint Satisfaction
Yes or No/ Rating
Complaint closed & Documentation

# GRM NOTIFIED COMMITTEES

GOVERNMENT OF SINDH
SCHOOL EDUCATION & LITERACY DEPARTMENT
Karachi, Dated: 26th October, 2022

**NOTIFICATION**

**NO.S.O.(G-III)SELD/RSU/GRC/PMIU-SELECT/ 2022:** With the approval of Competent Authority PMIU Grievance Redressal Committee is hereby constituted to address grievances at the Project level.

| | | |
|---|---|---|
| 1. | Chief Program Manager(RSU) | Chairman |
| 2. | Project Coordinator SELECT | Member |
| 3. | Director General Planning Development & Research SELD | Member |
| 4. | Additional Secretary (PD&F), SELD, Govt. of Sindh | Member |
| 5. | Social Safeguard Specialist PMIU-SELECT | Member |
| 6. | Representative of Women Development Department | Member |
| 7. | Representative of Social Welfare Department | Member |
| 8 | Gender Specialist PMIU SELECT | Member |
| 9 | Focal Person PMIU-SELECT | Member |

**Term of reference (ToRs) of the PMIU Grievance Redressal Committee.**

- The GRC shall investigate all complaints referred to it by the GRM Focal Person and refer the complaints to the relevant District GRC or any other external agency if required.
- The GRC shall resolve all complaints referred to it as per the requirements, procedures and timelines stipulated in the SELECT GRM.
- The GRC shall keep strong follow up with District GRC for resolution of the complaints
- The GRC shall assist and enable the district GRC by providing necessary guidelines, and also monitor the performance of the District GRC
- Undertake analysis of data on grievances and use this to make informed decisions from time to time, for effectiveness of the GRM;
- Constitute special committees, if required, for redressal of a grievance of exigent nature and/or for resolutions of complaints requiring additional procedures;
- The GRC shall take decisions for referring the complaint for judicial/administrative forums in deemed necessary
- Maintain an updated on-line GRM database/Complaints Log, and approve GRM related KPIs for performance appraisal of the GRM, and make such reports to the PSC & WB from time to time

GHULAM AKBAR LAGHARI
SECRETARY TO GOVT. OF SINDH

**NO.S.O.(G-III)SELD/RSU/GRC/PMIU-SELECT/ 2022:** **Karachi, Dated: 26th October, 2022.**

**A copy is forwarded for information & necessary action to:-**

1. The P.S to Minister, Education & Literacy Department, Sindh, Karachi.
2. The P.S to Secretary, School Education & Literacy Department, Govt. of Sindh, Karachi
3. Office Order File.
4. Official Website.

SECTION OFFICER (G-III)

GOVERNMENT OF SINDH
SCHOOL EDUCATION & LITERACY DEPARTMENT
Karachi, Dated: 26th October, 2022

**NOTIFICATION**

**NO.S.O.(G-III)SELD/RSU/GRC/PMIU-SELECT/2022:** With the approval of Competent Authority District Grievance Redressal Committee is hereby constituted to address referred by the PMIU GRC for resolution at the district level.

| | | |
|---|---|---|
| 1. | District Education Officer | Chairman |
| 2. | XEN Education Works (Project | Member |
| 3. | Chief Monitoring Officer | Member |
| 4. | Concern Taluka Officer | Member |
| 5. | Representative of Women Development Department | Member |
| 6. | Representative of Social Welfare Department | Member |
| 7. | District Coordinator LSU-RSU | Member |
| 8 | Co-opted Member/SMC Members for any relevant complaint | Member |
| 9. | Any Co-opted Member from community | Member |

**Term of reference (ToRs) of the District Grievance Redressal Committee.**

- The District GRC shall act the first forum of complaint redressal for all complaints arising within the District which are forwarded by the GRM Focal Person at the PMIU or the PMIU CRG.
- District GRC shall investigate and resolve grievances as per the requirements, procedures and within the timelines stipulated in the SELECT GRM.
- District GRC shall, as per the guidelines provided by the PMIU GRC, escalate the complaint to appropriate forum (if an external department/agency is involved) if required.
- District GRC shall maintain follow up with the external department/agency and ensure resolution of the complaint.
- District GRC shall report about the complaint redressal to the PMIU within specified time period.
- District GRC may give proposals/suggestions to the PMIU for any specific decision to alleviate recurrence of complaints.
- Constitute special committees, if required, for redressal of a grievance of exigent nature and/or for resolutions of complaints requiring additional procedures.

GHULAM AKBAR LAGHARI
SECRETARY TO GOVT. OF SINDH
Karachi, dated: 26th October, 2022.

**NO.S.O.(G-III)SELD/RSU/GRC/PMIU-SELECT//2022:**

**A copy is forwarded for information & necessary action to:-**

1. The P.S to Minister, Education & Literacy Department, Sindh, Karachi.
2. The P.S to Secretary, School Education & Literacy Department, Govt. of Sindh, Karachi
3. Office Order File.
4. Official Website.

SECTION OFFICER (G-III)

CamScanner

# District GRM COMMITTEE

| SR. | Members/ Chairperson |
|---|---|
| 1 | District Education Officer - Chairperson |
| 2 | XEN Education Works (Project) |
| 3 | Chief Monitoring Officer |
| 4 | Concern Taluka Education Officer |
| 5 | Representative of Women Development Department |
| 6 | Representative of Social Welfare Dept: |
| 7 | District Coordinator LSU- RSU |
| 8 | Co-Opted Member / SMC member for any relevant complaint |
| 9 | Any Co-Opted Community member |

- The District GRC shall act the first forum of complaint redressal for all complaints arising within the District which are forwarded by the GRM Focal Person at the PMIU.
- District GRC shall investigate and resolve grievances as per the requirements, procedures and within the timelines stipulated in the SELECT GRM.
- District GRC shall, as per the guidelines provided by the PMIU GRC, escalate the complaint to appropriate forum (if an external department/agency is involved) if required.
- District GRC shall maintain follow up with the external department/agency and ensure resolution of the complaint.
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- District GRC may give proposals/suggestions to the PMIU for any specific decision to alleviate recurrence of complaints.
- Constitute special committees, if required, for redressal of a grievance of exigent nature and/or for resolutions of complaints requiring additional procedures.

# ▶ GRIEVANCES FOCAL PERSONS (GFPs)

- The School Education & Literacy has Notified GRM Committees on Central & District Level.
- GFPs will address the complaint at primary level at selected school site which aims to resolve the grievances at early stage.
- Teacher & any notable from community will be nominated as GFP's (One Male & One Female) at each School location, recommended by TEOs & notified by DEOs.
- GFPs will check Complaint Box (placed on site) on daily basis.

# Way Forward/ Future Plans

## PLAN TO CONDUCT CAPACITY BUILDING

- Conduct orientation on Grievances Redressal Mechanism (GRM) During Project Orientation events.
- Orientation on Grievances Redressal Mechanism (GRM) to Focal Persons at District Level Committees.
- After finalization of schools under SELECT project, issuance of Notification regarding Grievances Focal Persons (GFPs) at each & every school site/ level.
- App on GRM under process.

# STANDEES DISPALYED FOR PUBLICITY ABOUT GRM

# GRM STANDEE IS DISPLAYED DURING MTs INTERVIEWS AT DISTRICT MIRPURKHAS

THE WORLD BANK
SINDH EARLY LEARNING ENHANCEMENT THROUGH CLASSROOM TRANSFORMATION (SELECT) PROJECT
GRIEVANCE REDRESSAL MECHANISM (GRM)
Use Our Complaints Channels!

# GRM STANDEE IS DISPLAYED DURING MTs INTERVIEWS AT SAEEDABAD DISTRICT MATIARI

# GRM STANDEES & AWARENESS IN MTs ORIENTATION PROGRAM HELD AT INDUS HOTEL HYDERABAD

# GRIEVANCE REDRESSAL MECHANISM

**Statement showing the Progress/ Resolution of the Grievances**

## (GRM PRESENT STATUS)

| | | | |
|---|---|---|---|
| ***Total Complaints Received:-*** | | | Male: 30<br>Female: 05<br>**Total: 35** |
| **Pertains to SELECT Project** | | | 07 |
| **Irrelevant to SELECT Project** | Pertains/ Referred to SE&LD | (08) | **28** |
| | Pertains/ Referred to LSU (Districts) | (09) | |
| | Pertains/ Referred to RSU (Head Office) | (06) | |
| | Query (Job/Book/ SELECT Program) | (04) | |
| | Pertains/ Referred to UNICEF | (01) | |
| **Resolved** | | | 07 |
| ***Channels of Complaints:-*** | | | |
| **Received through** | UAN | (05) | **35** |
| | Email | (08) | |
| | WhatsApp | (21) | |
| | Walk-In | (01) | |

# THANKS

# Geo-Enabling of Projects and Portfolios

## Establishing a system for remote project supervision and M&E through KoBoToolbox

**Offered by the World Bank's FCV Group in cooperation with the Global Evaluation Initiative (GEI)**

**Supported by the Korea Trust Fund for Economic and Peacebuilding Transition and the WBG Partnership Fund for the Sustainable Development Goals**

For more information and additional resources, see the GEMS website at: www.worldbank.org/gems

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| Using ODK Collect App on Android Smartphones for Data Collection in the Field |
| Using Web Links on iOS Smartphones for Data Collection in the Field |
| Viewing and Exporting Data Following Field Collection |

# Introduction to KoBoToolbox

**Offered by the World Bank's FCV Group in cooperation with the Global Evaluation Initiative (GEI)**

**Supported by the Korea Trust Fund for Economic and Peacebuilding Transition and the WBG Partnership Fund for the Sustainable Development Goals**

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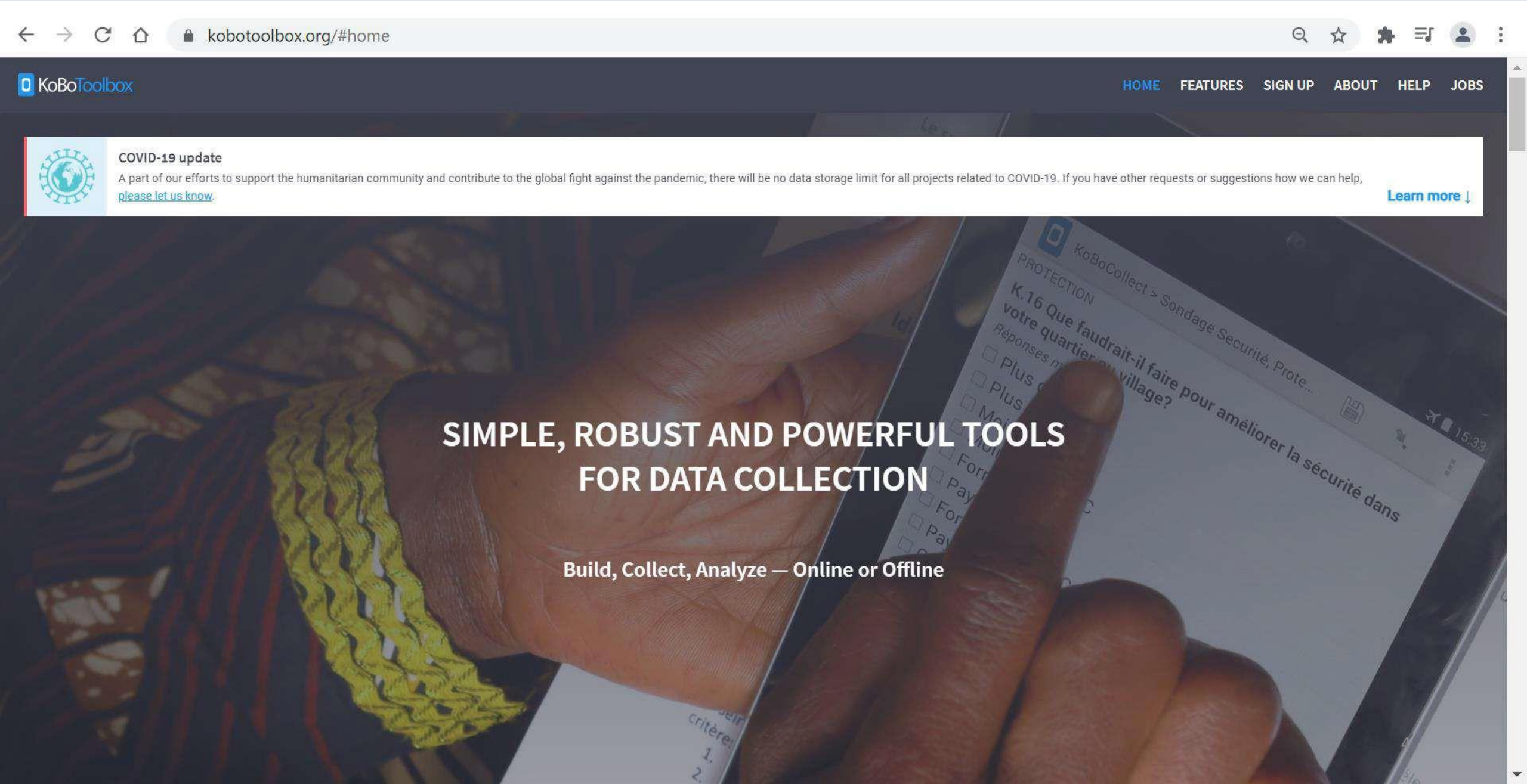
# The GEMS method: Introduction to KoBoToolbox


kobotoolbox.org/#home
KoBoToolbox
HOME
FEATURES
SIGN UP
ABOUT
HELP
JOBS
COVID-19 update
A part of our efforts to support the humanitarian community and contribute to the global fight against the pandemic, there will be no data storage limit for all projects related to COVID-19. If you have other requests or suggestions how we can help, please let us know.
Learn more
SIMPLE, ROBUST AND POWERFUL TOOLS FOR DATA COLLECTION
Build, Collect, Analyze — Online or Offline

# The GEMS method: Introduction to KoBoToolbox

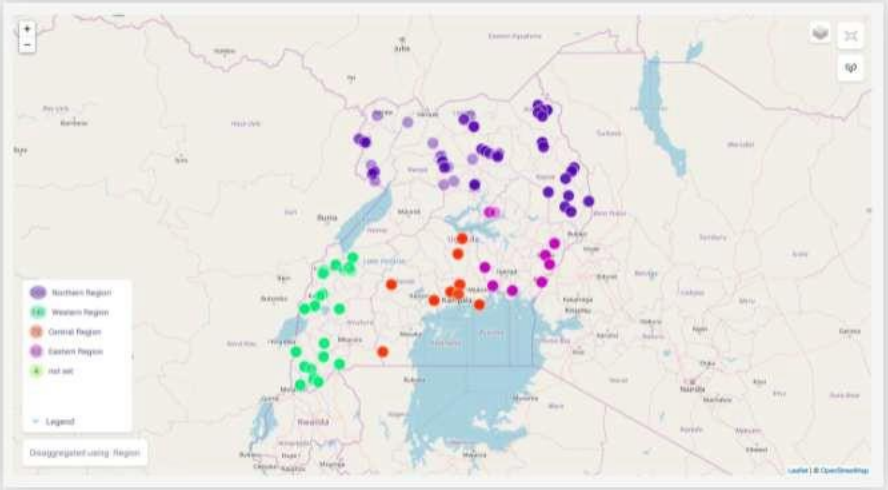
kobotoolbox.org/#home

KoBoToolbox

HOME FEATURES SIGN UP ABOUT HELP JOBS

## COLLECT DATA

- Online and Offline
- On phones, tablets or any browser
  Using KoBoCollect on Android devices and Enketo on any modern browser
- Synchronize data via SSL
  Ensures data can't be read by a third party
- Strong safeguards against data loss
  Even on very long interviews
- Data immediately available right after it's collected



## ANALYZE AND MANAGE DATA

- Create summary reports with graphs and tables
  and fine-tune your report's charts, colors and questions
- Visualize collected data on a map
  includes a heatmap, clustering, other base layers, etc.
- Disaggregate data in reports and maps
  i.e. by gender, region or educational level
- Export all your data at any time
  Supported formats: Excel, CSV, KML, ZIP (for media) and SPSS
- Access your data through our robust API

# Creating an account

# http://www.kobotoolbox.org/

**Offered by the World Bank's FCV Group in cooperation with the Global Evaluation Initiative (GEI)**

**Supported by the Korea Trust Fund for Economic and Peacebuilding Transition and the WBG Partnership Fund for the Sustainable Development Goals**

For more information and additional resources, see the GEMS website at: www.worldbank.org/gems

# The GEMS method: Creating an account with KoBoToolbox

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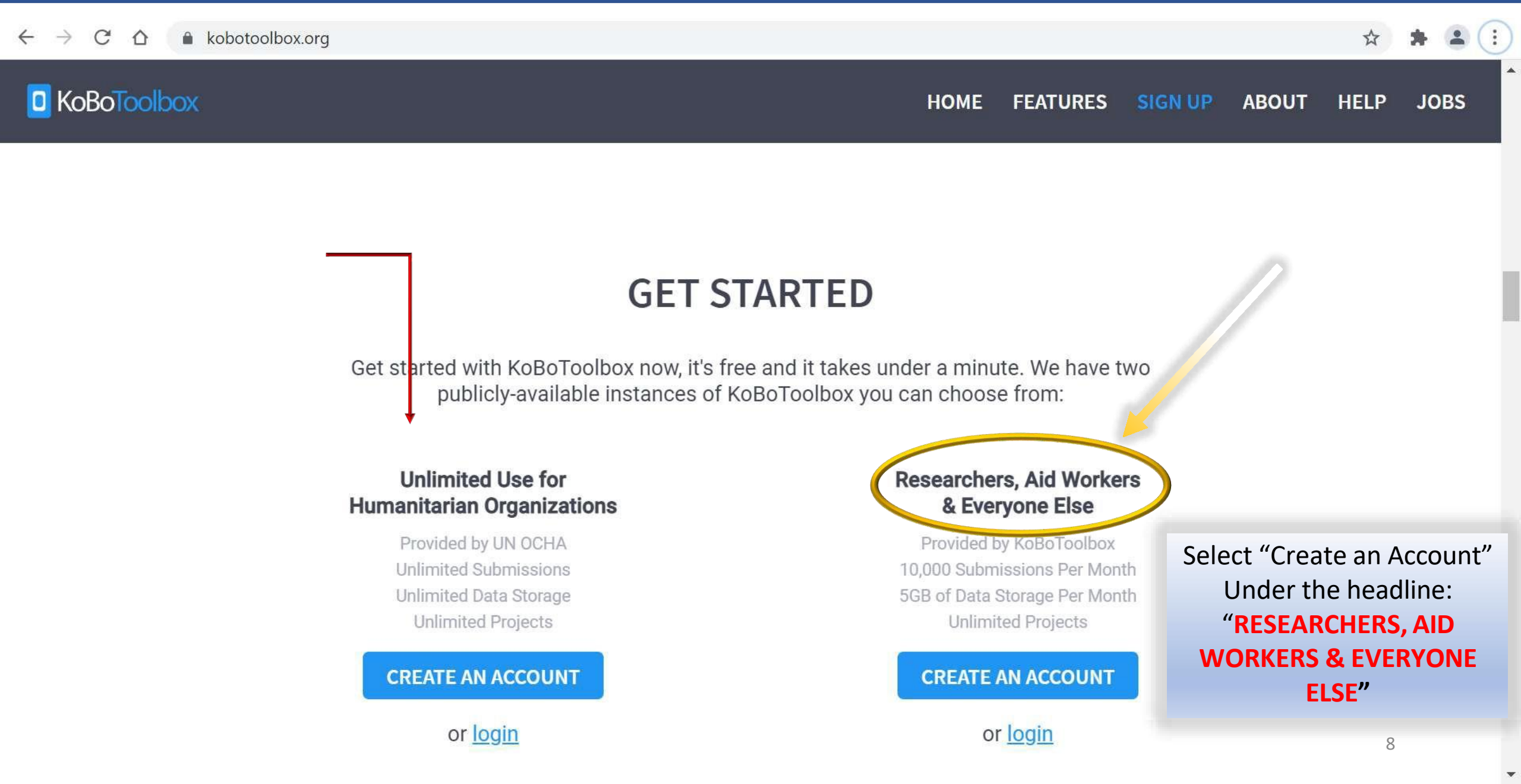
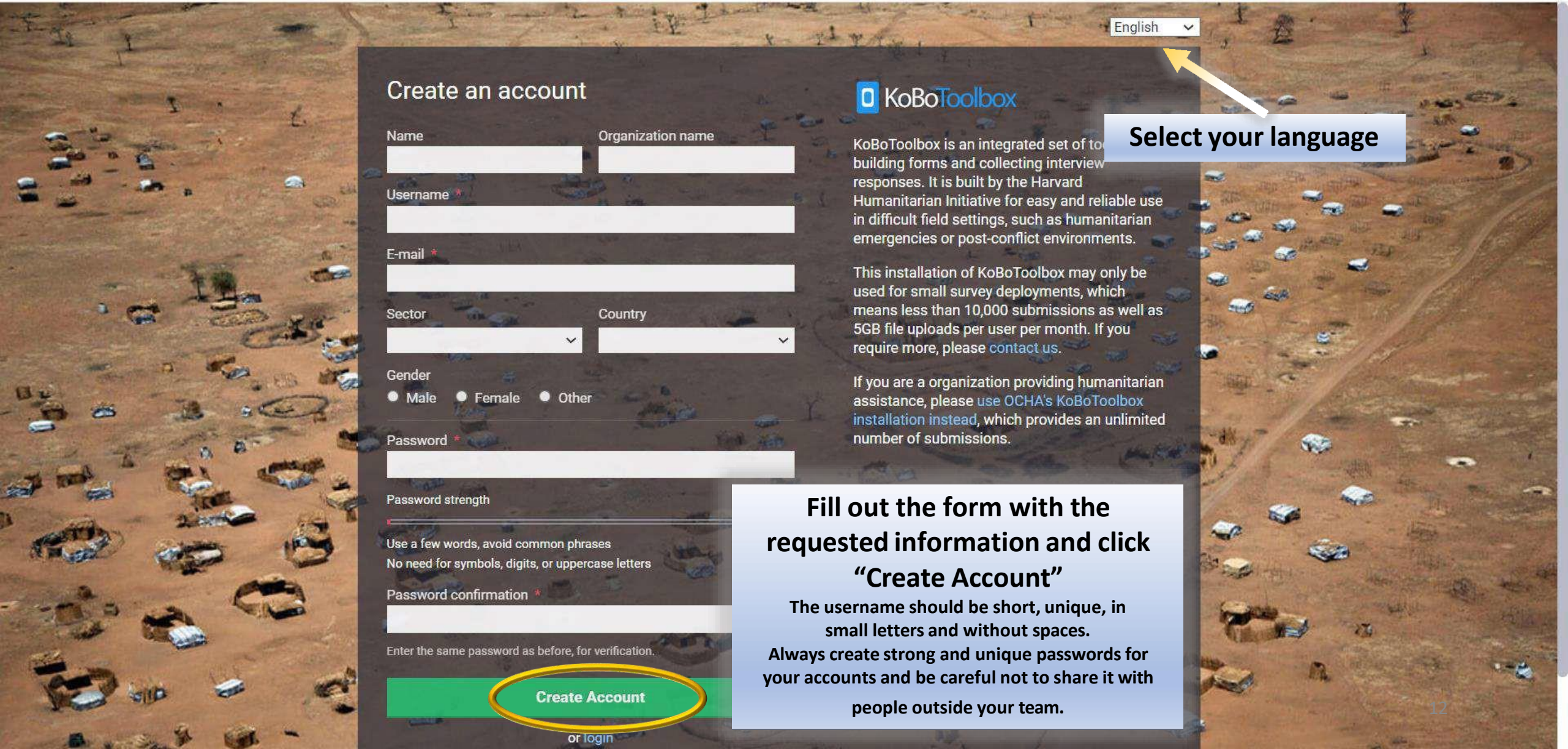
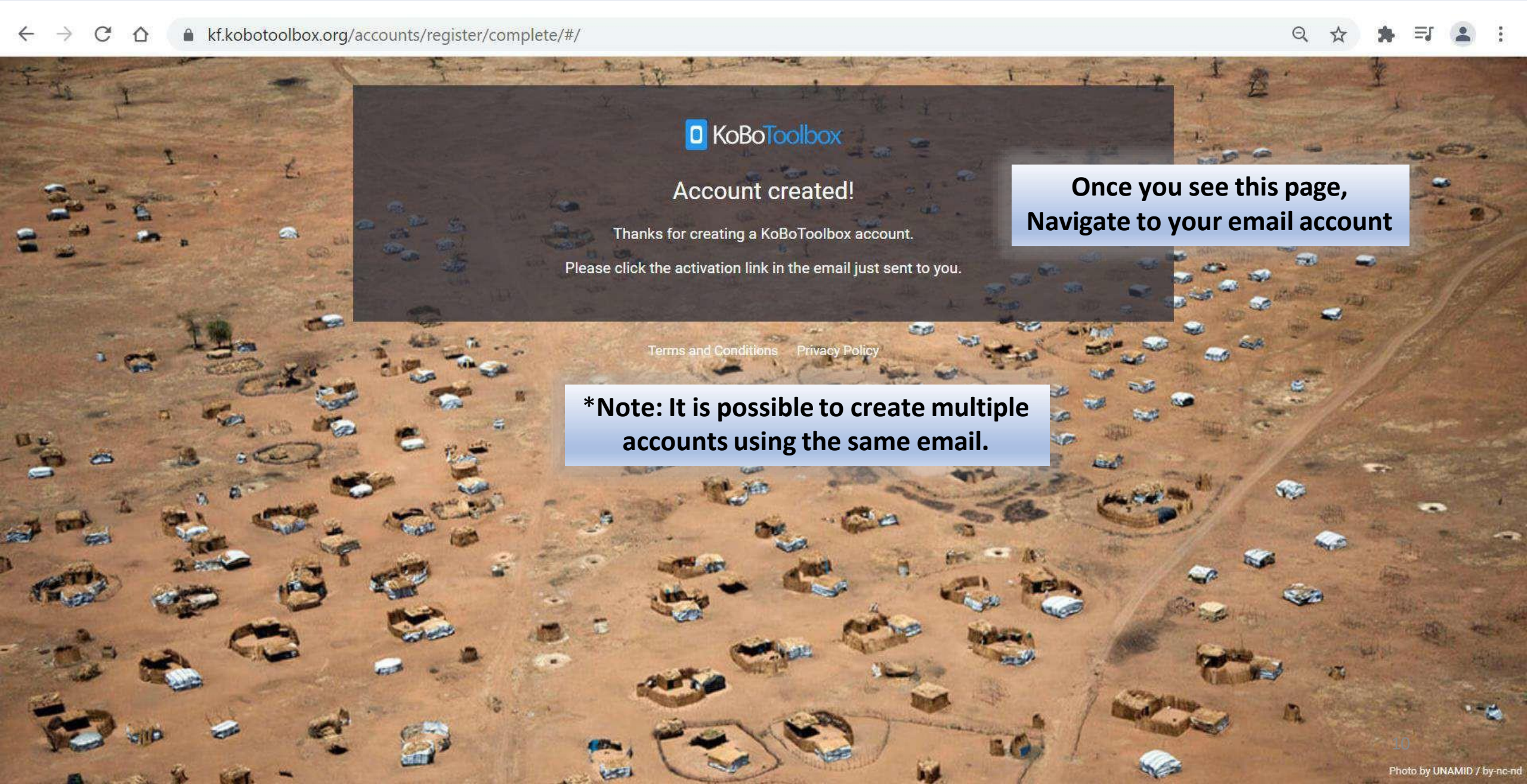



Select “Create an Account” Under the headline: “**RESEARCHERS, AID WORKERS & EVERYONE ELSE**”

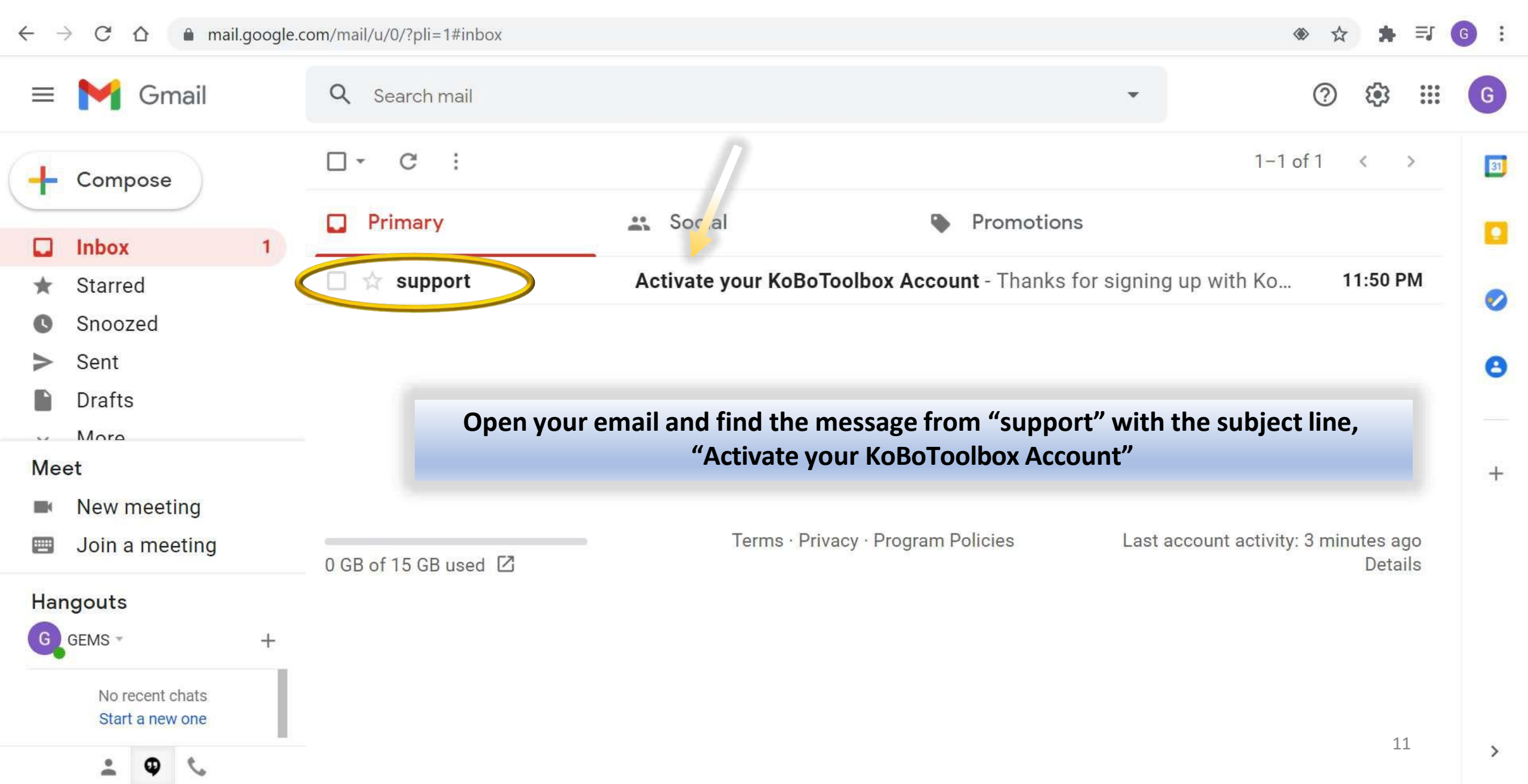
# The GEMS method: Creating an account with KoBoToolbox


kf.kobotoolbox.org/accounts/register/#/
English
Create an account
Name
Organization name
Username *
E-mail *
Sector
Country
Gender
Male
Female
Other
Password *
Password strength
Use a few words, avoid common phrases
No need for symbols, digits, or uppercase letters
Password confirmation *
Enter the same password as before, for verification.
Create Account
or login
KoBoToolbox
KoBoToolbox is an integrated set of to
building forms and collecting interview
responses. It is built by the Harvard
Humanitarian Initiative for easy and reliable use
in difficult field settings, such as humanitarian
emergencies or post-conflict environments.
This installation of KoBoToolbox may only be
used for small survey deployments, which
means less than 10,000 submissions as well as
5GB file uploads per user per month. If you
require more, please contact us.
If you are a organization providing humanitarian
assistance, please use OCHA's KoBoToolbox
installation instead, which provides an unlimited
number of submissions.
Select your language
Fill out the form with the requested information and click "Create Account"
The username should be short, unique, in small letters and without spaces.
Always create strong and unique passwords for your accounts and be careful not to share it with people outside your team.

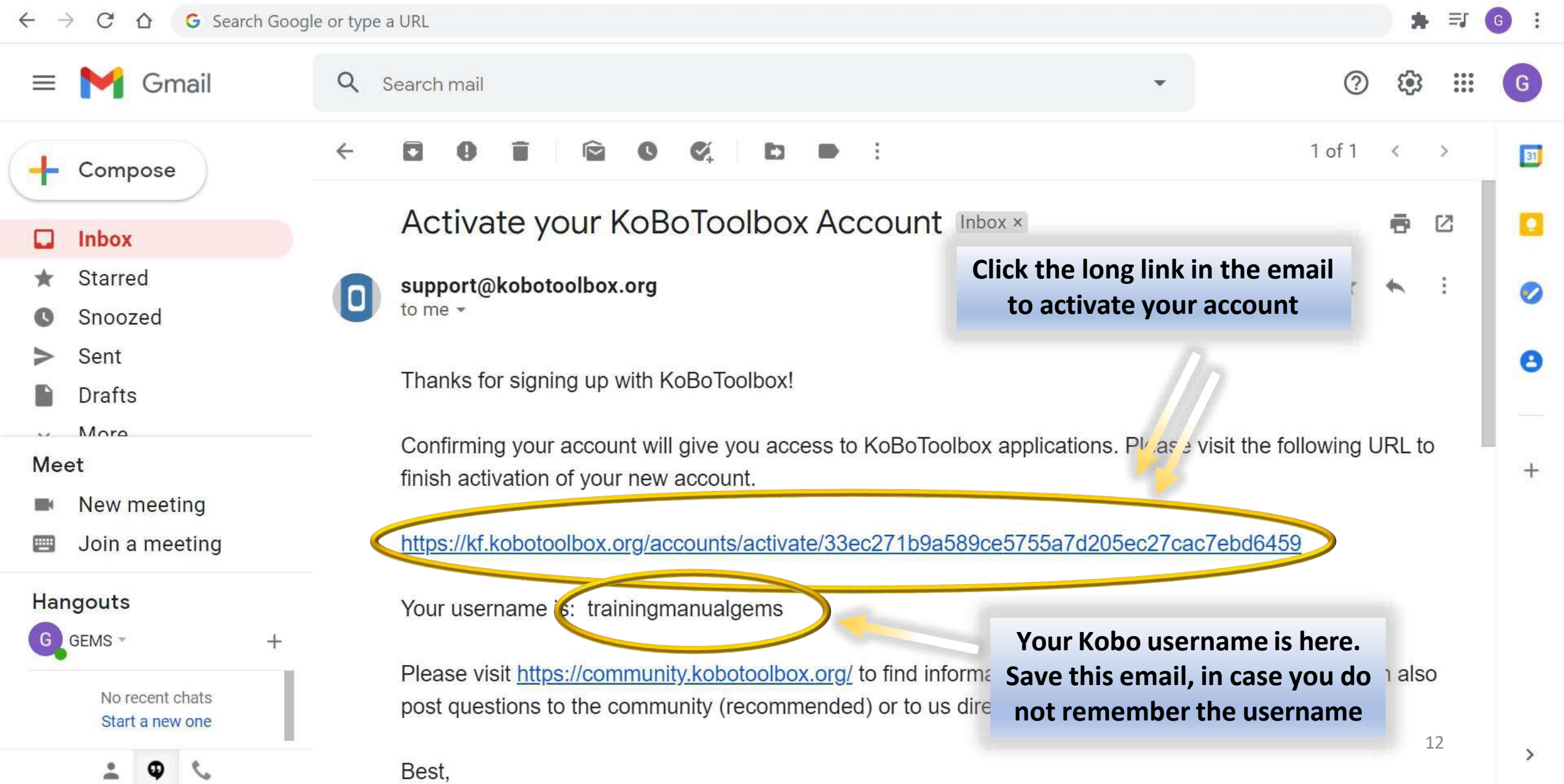
# The GEMS method: Creating an account with KoBoToolbox


kf.kobotoolbox.org/accounts/register/complete/#/
KoBoToolbox
Account created!
Thanks for creating a KoBoToolbox account.
Please click the activation link in the email just sent to you.
Terms and Conditions
Privacy Policy
Once you see this page,
Navigate to your email account
*Note: It is possible to create multiple accounts using the same email.
10
Photo by UNAMID / by-nc-nd

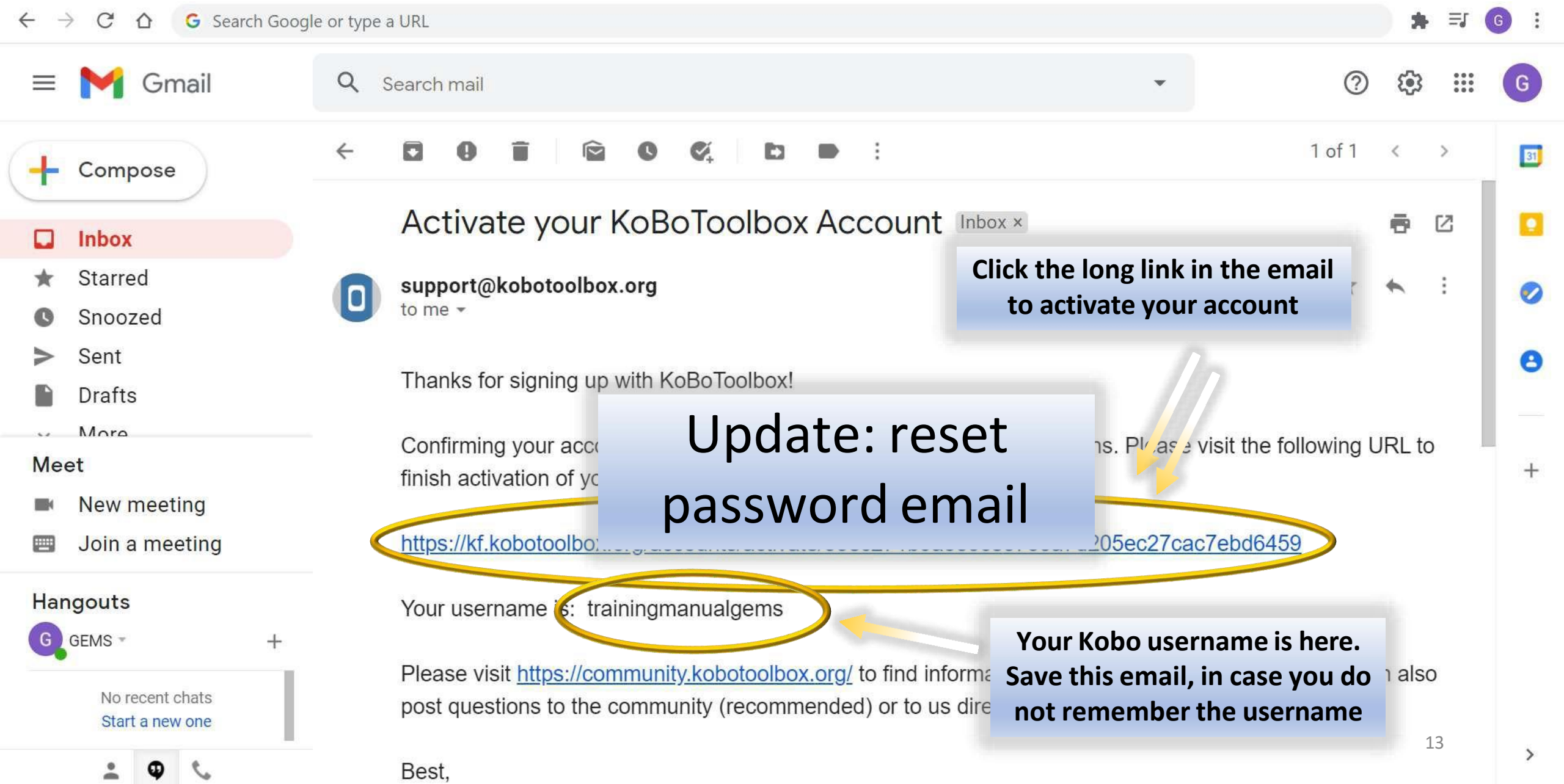
# The GEMS method: Creating an account with KoBoToolbox



# The GEMS method: Creating an account with KoBoToolbox



# The GEMS method: Creating an account with KoBoToolbox



# Using the ODK Collect App for Android Smart Phones & Tablets to Gather Data in the Field

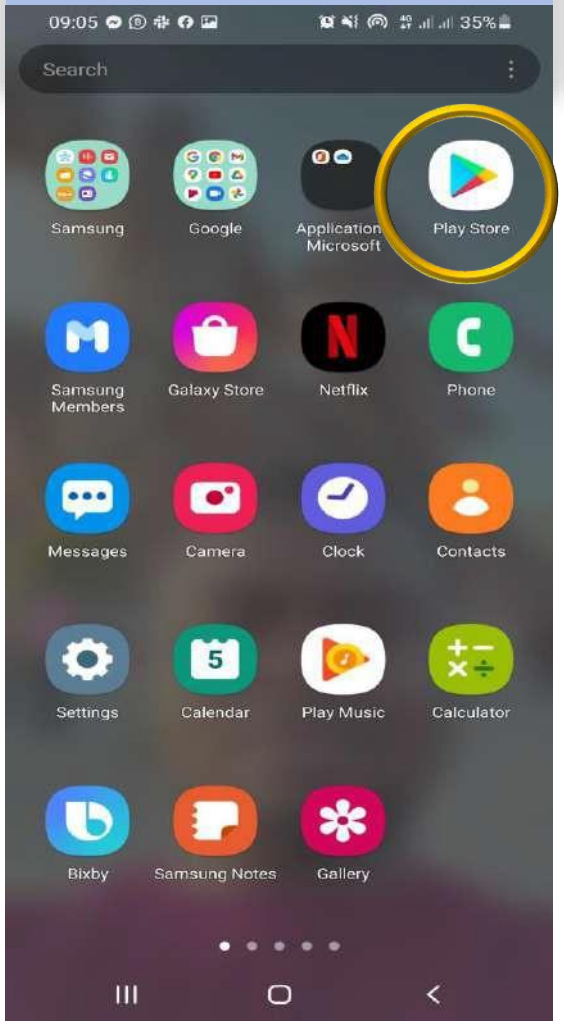
**Offered by the World Bank's FCV Group in cooperation with the Global Evaluation Initiative (GEI)**

**Supported by the Korea Trust Fund for Economic and Peacebuilding Transition and the WBG Partnership Fund for the Sustainable Development Goals**

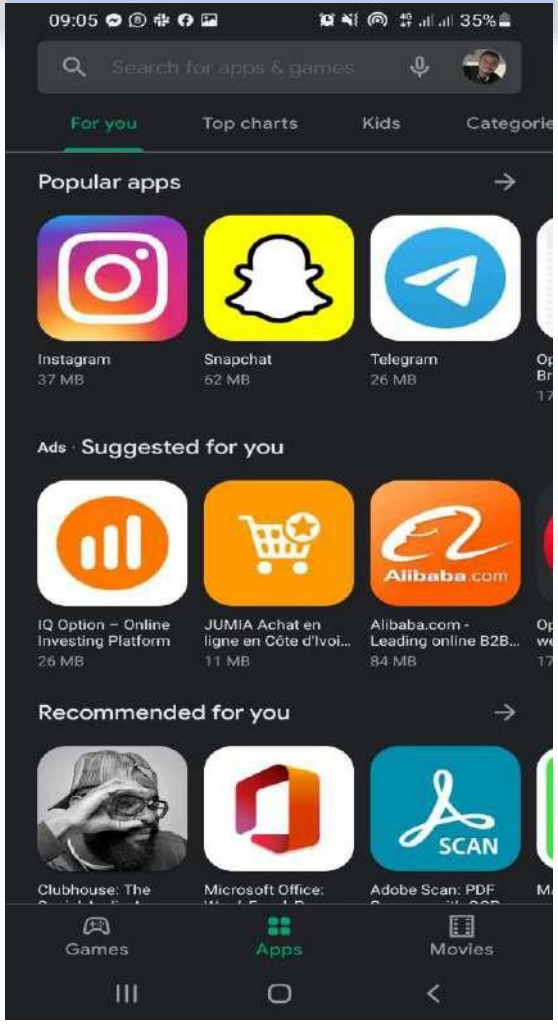
For more information and additional resources, see the GEMS website at: www.worldbank.org/gems

# KoBo Toolbox Android App (ODK Collect): Installation process of the App

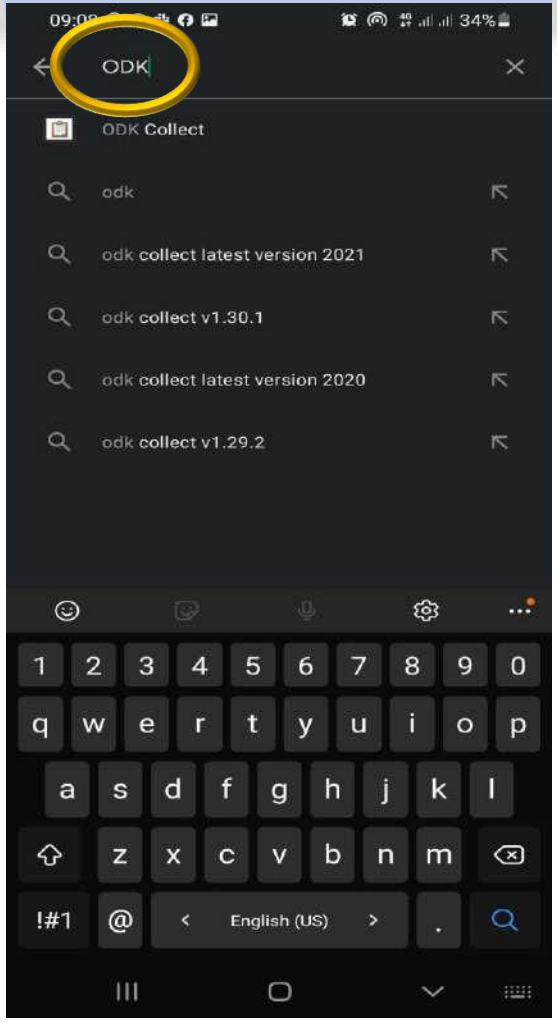
## Step 1
On your device (phone/tablet), please look for the Play store



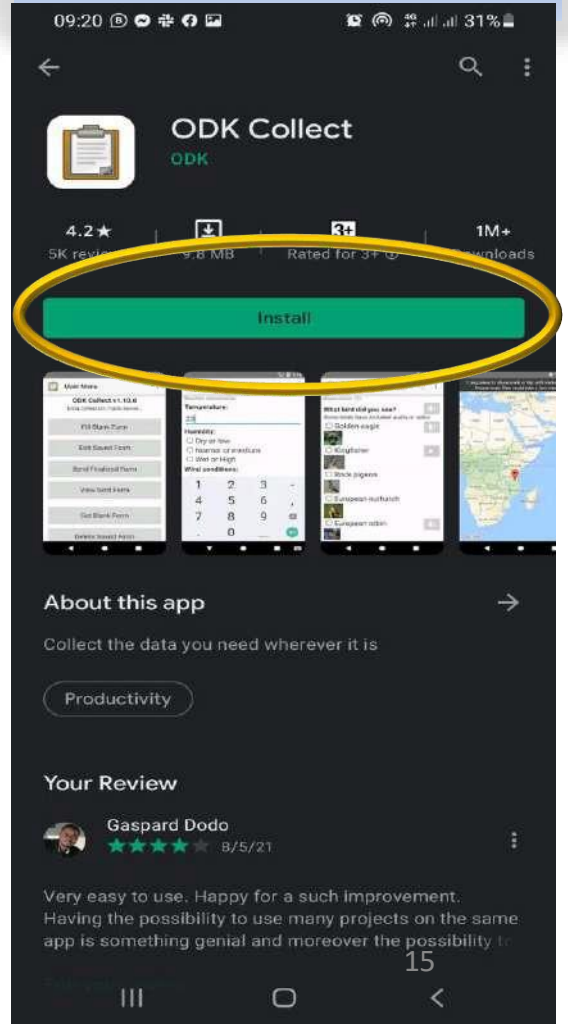

## Step 2
Navigate to the Google Play Store




## Step 3
Search for "ODK Collect"



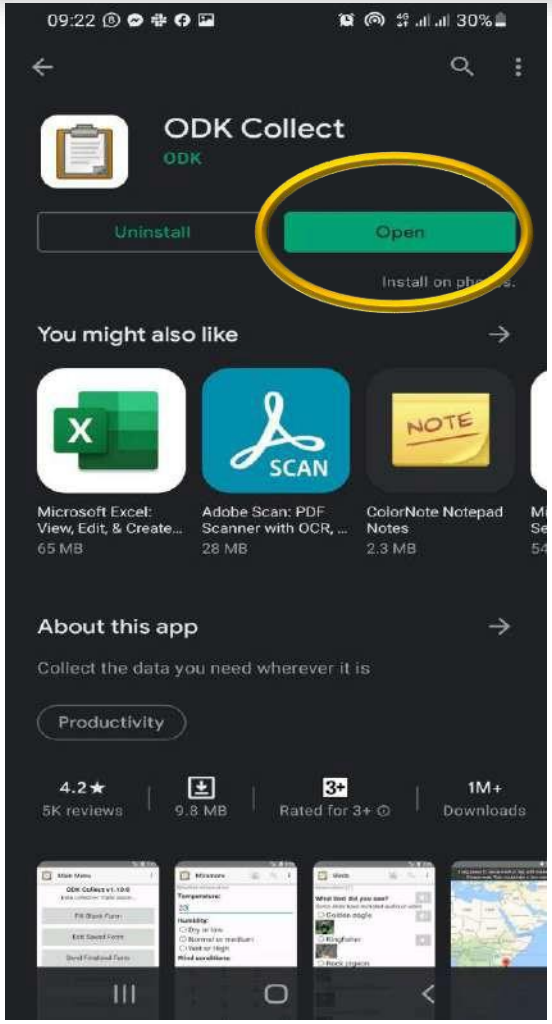

## Step 4
Once on this page, Select "INSTALL"


ODK Collect
ODK
4.2★
1M+
Rated for 3+
Install
About this app
Collect the data you need wherever it is
Productivity
Your Review
Gaspard Dodo
8/5/21
Very easy to use. Happy for a such improvement. Having the possibility to use many projects on the same app is something genial and moreover the possibility

# Settings configuration: Connecting to your Kobo Account

## Step 5

Select “OPEN”



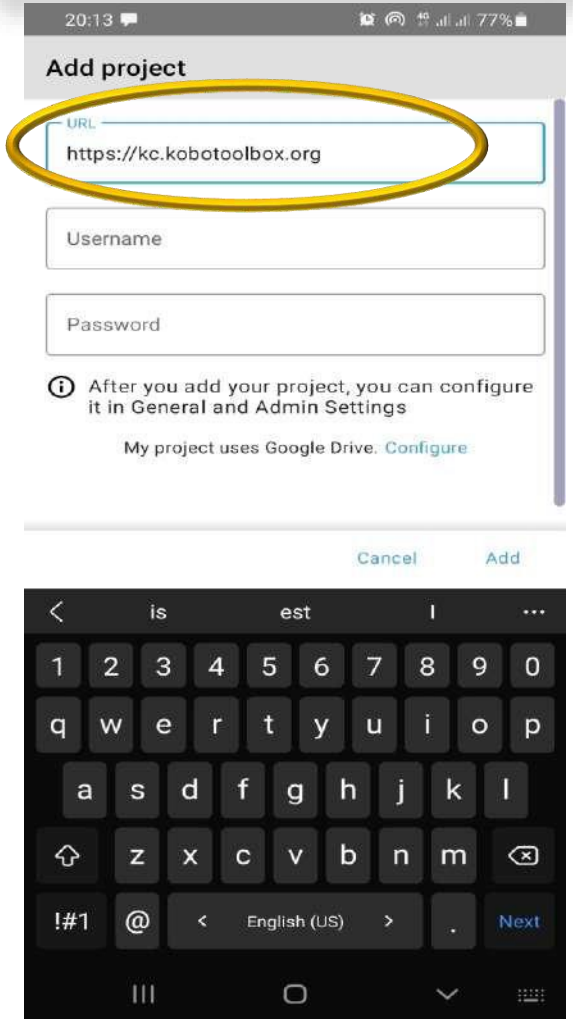

## Step 6

Once in the app,
select “Manually enter project details”.
Note: a “Project” in ODK refers to a KoBo account

Collect data anywhere
Configure with QR code
Manually enter project details
ODK Collect v2021.2.2
Don't have a project yet? Try a demo

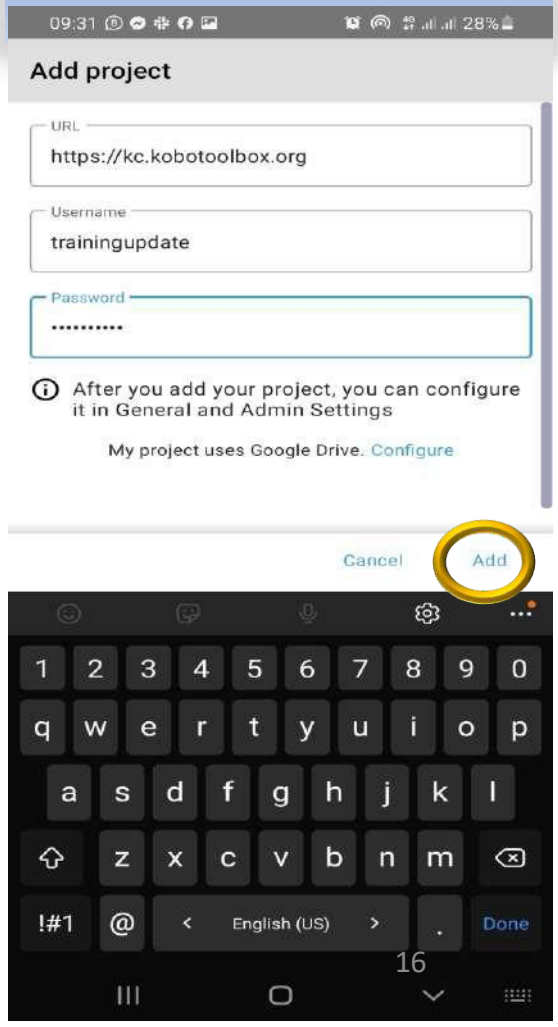
## Step 7

In the “URL” box, enter
https://kc.kobotoolbox.org




## Step 8

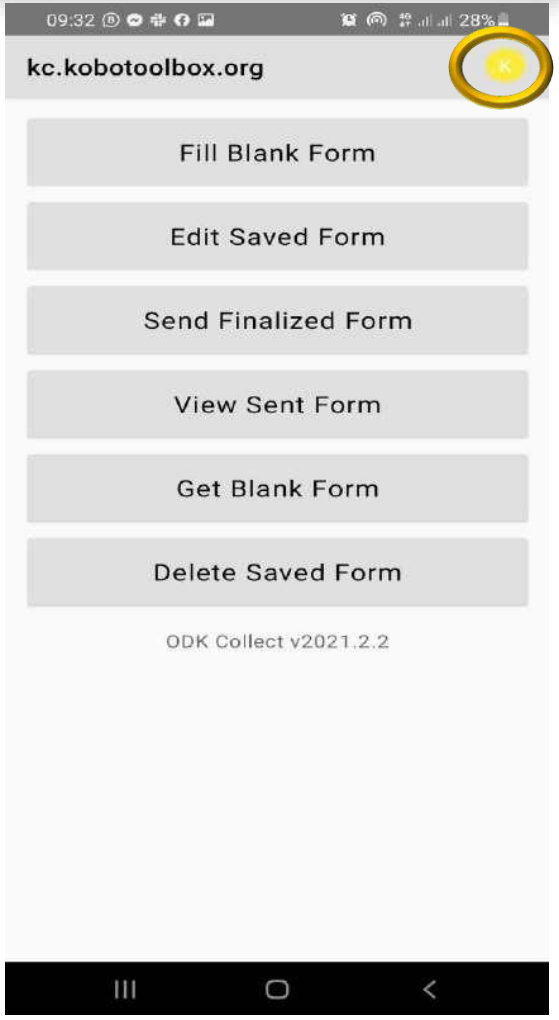
Enter your Kobo account “Username”, “Password” and select “Add”



# Settings configuration: Form Management, Downloading Forms to Your Phone

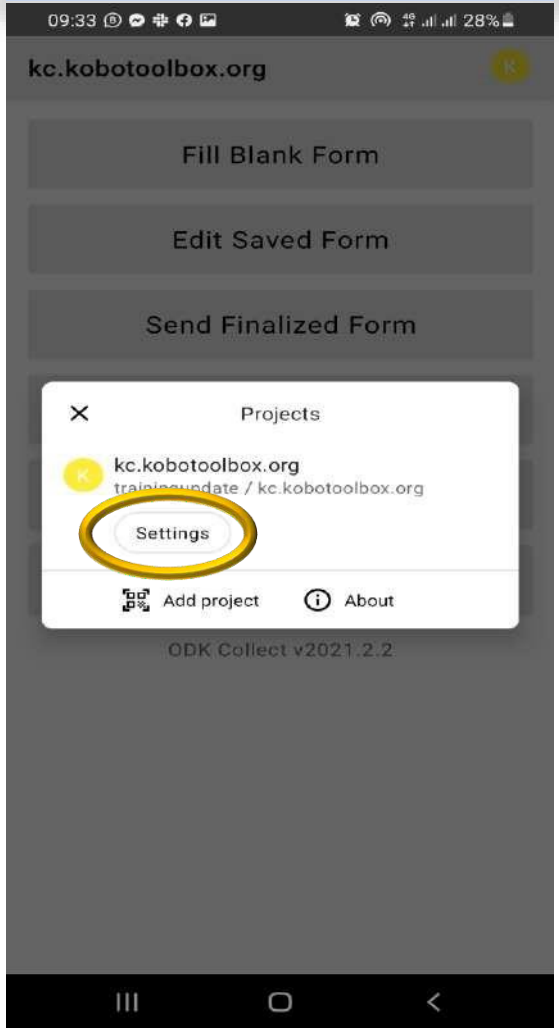
## Step 9

On the right corner of the screen, click on the yellow button



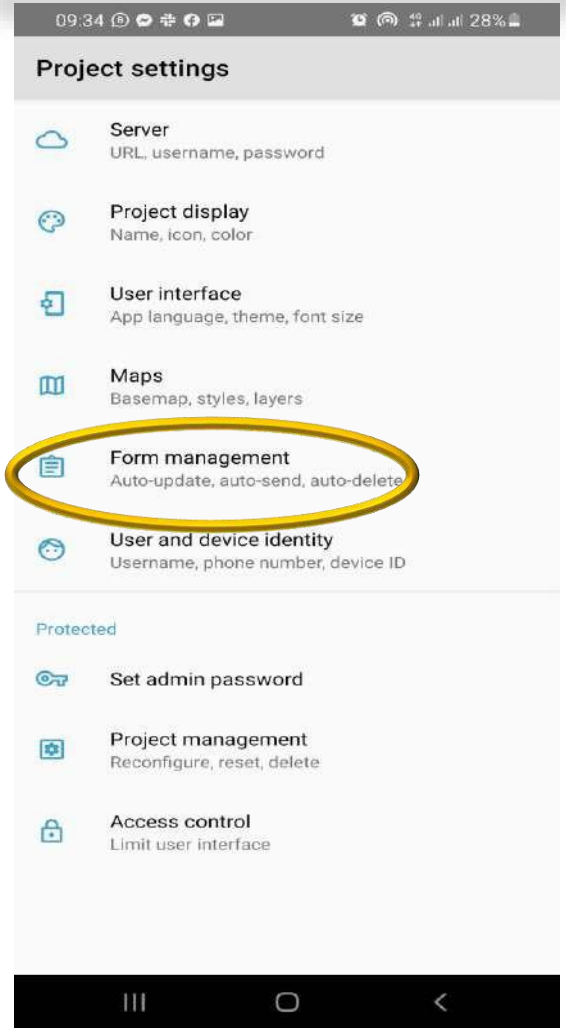

## Step 10

Select “Settings” to start the configuration



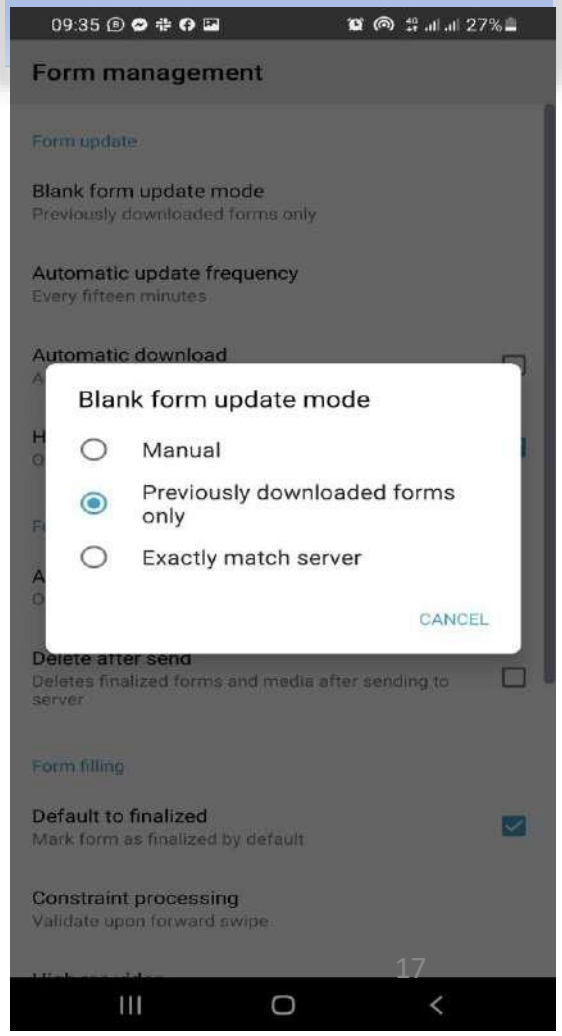

## Step 11

Then select “Form Management”




## Step 12

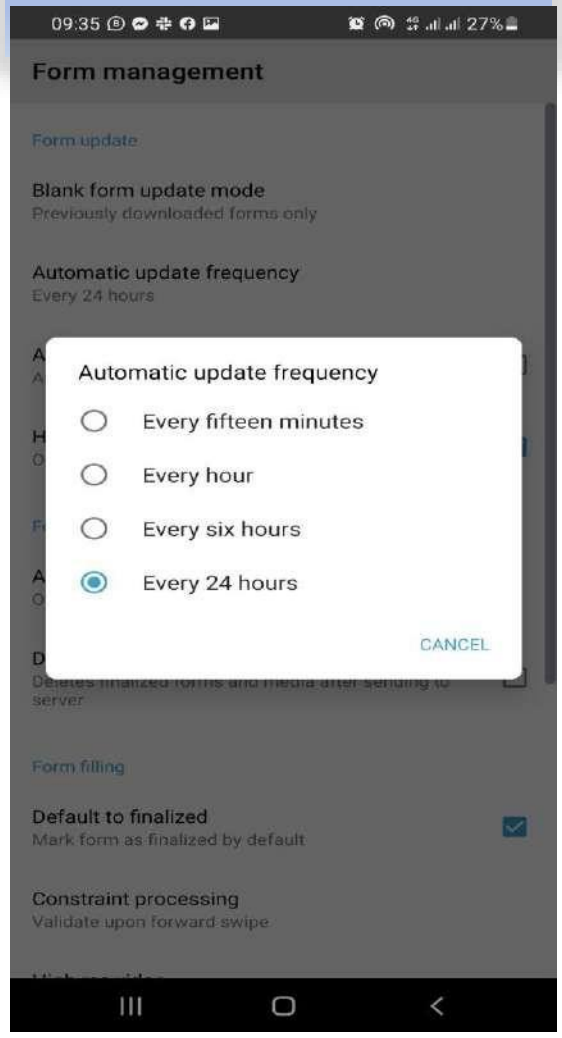
In “Blank form update mode” select “Previously downloaded form only” or “Exactly match server” in function of your needs in the field.



# Settings configuration: Form Management, Downloading Forms to Your Phone

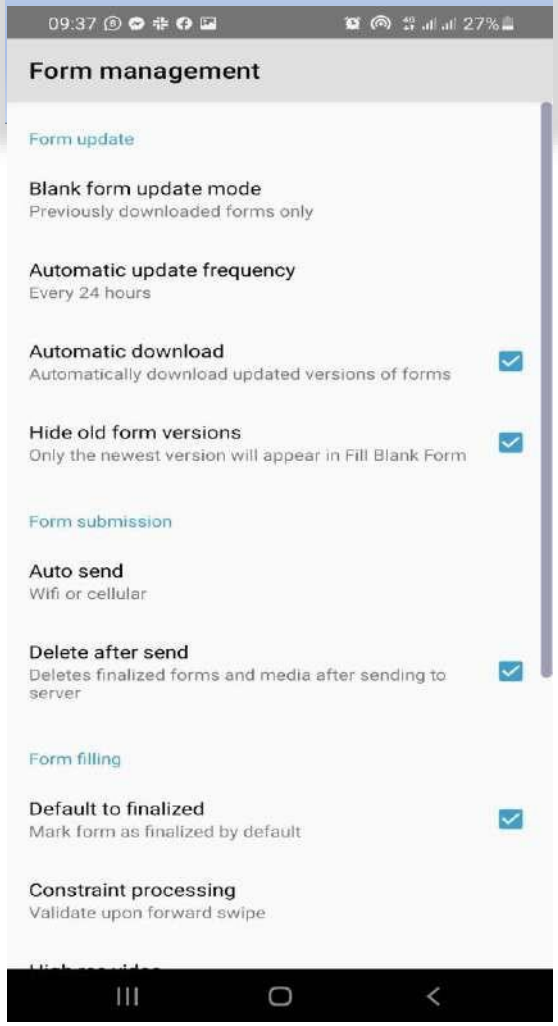
## Step 13

In “Form update”, Select Automatic update frequency “Every 24 hrs”



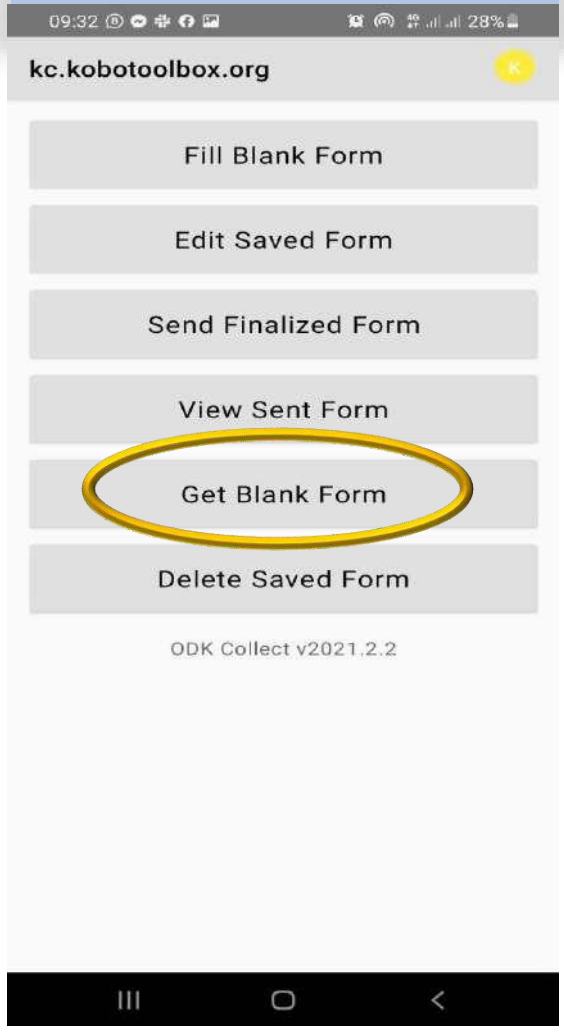

## Step 14

Check “automatic download” (if available), “hide old form versions”, “delete after send”, and “Wifi or Cellular” under “Auto Send”



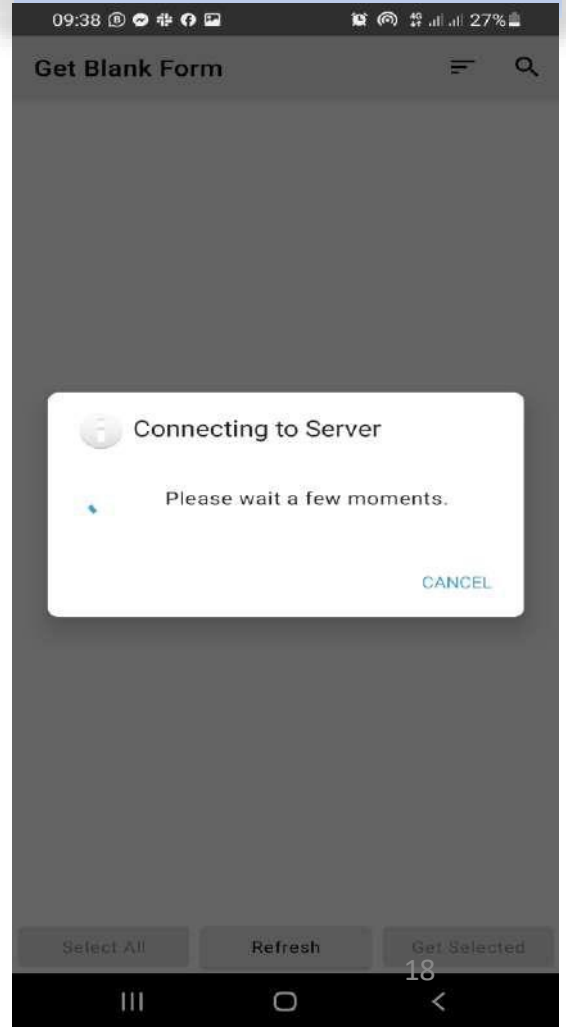

## Step 15

Back on the home page, Select “Get Blank Form”



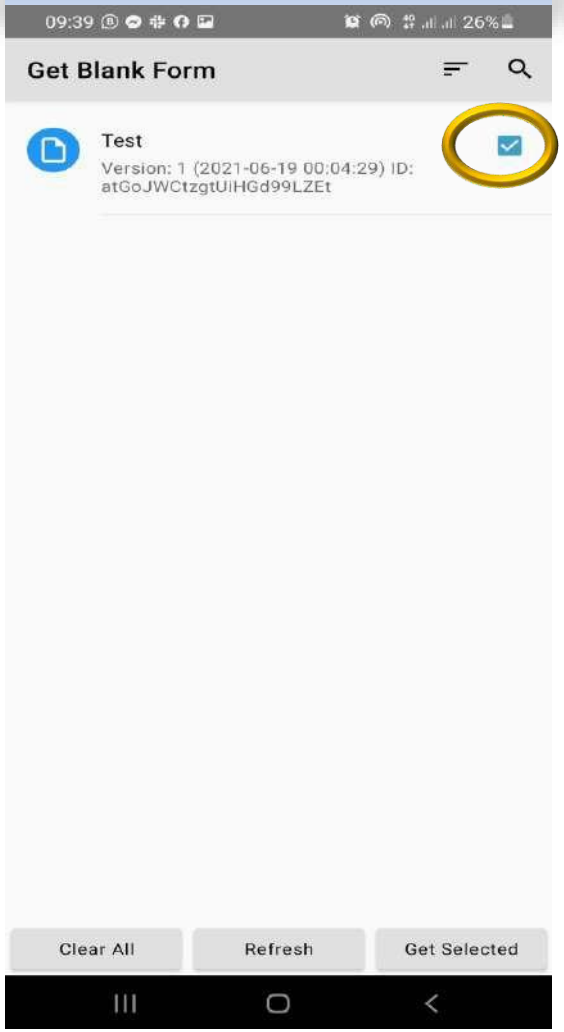

## Step 16

The system will confirm if you are connected to the server. Note: if prompted, reintroduce the KoBo username and password

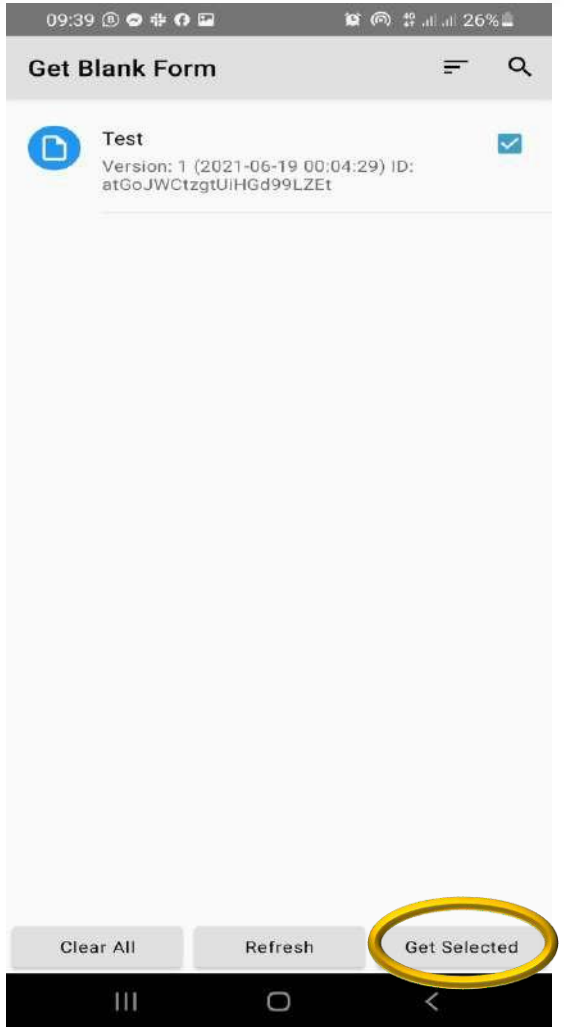


# Settings configuration: Form Management, Downloading Forms to Your Phone

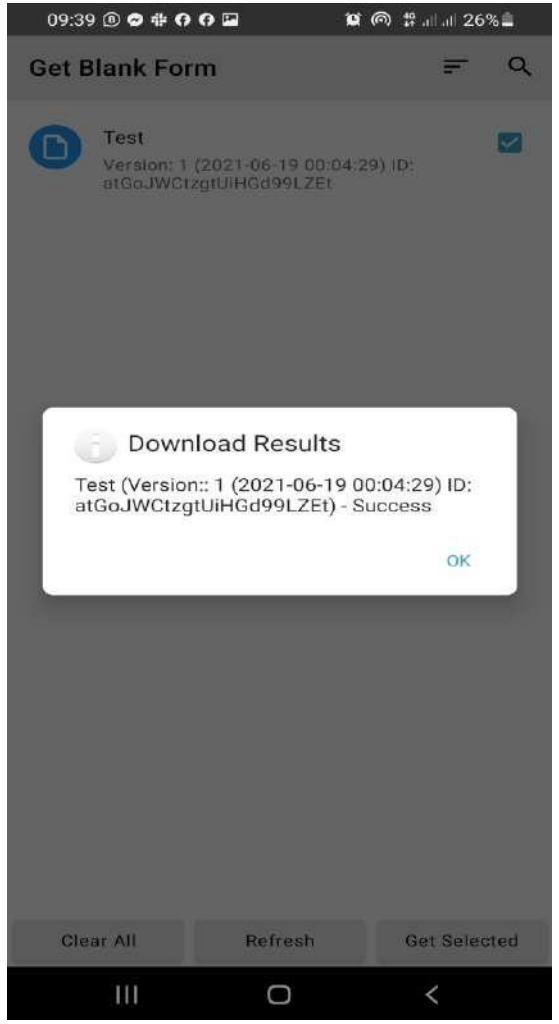
## Step 17
Select the form(s) that you want to download



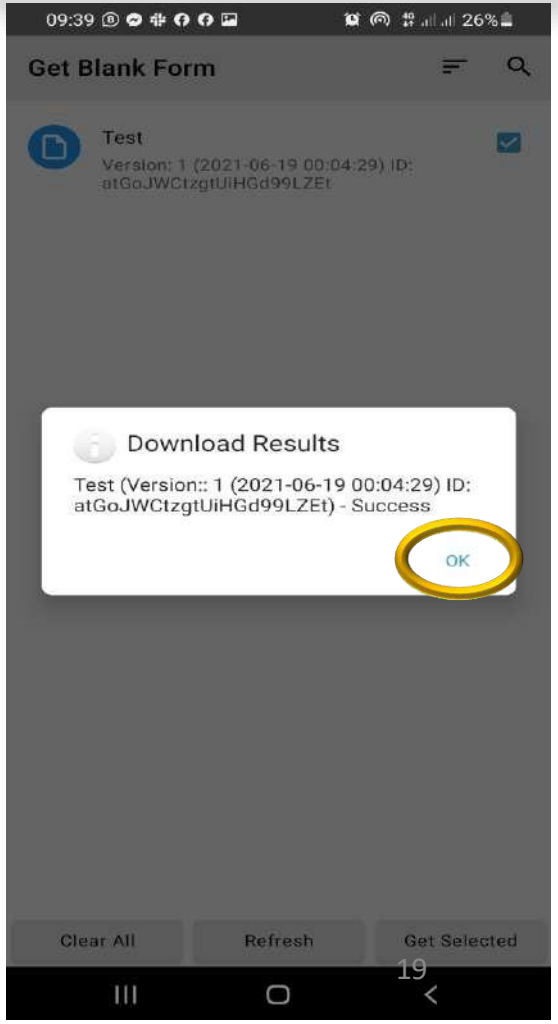

## Step 18
Then select “Get Selected”




## Step 19
The system will confirm with the message “SUCCESS”



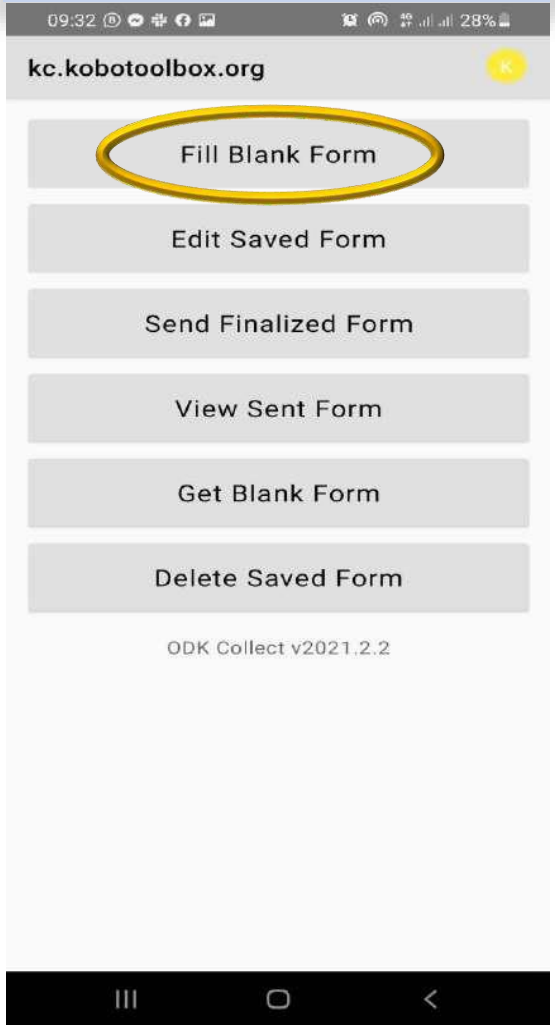

## Step 20
Then, select “OK”



# Forms in ODK Collect: Downloading and Filling Deployed Forms in the App

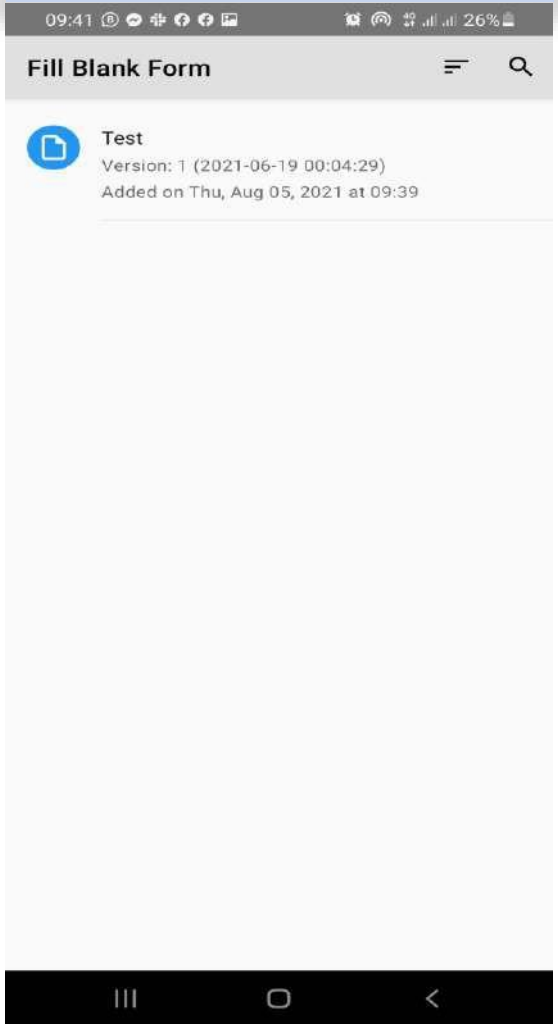
## Step 21

After getting forms, you select "Fill Blank Form"



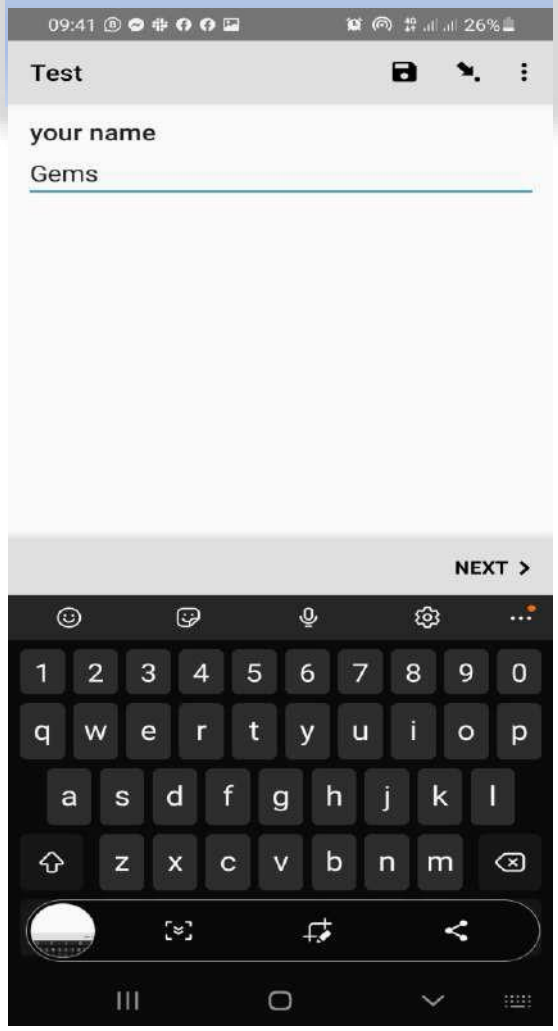

## Step 22

Select the form you want to fill out



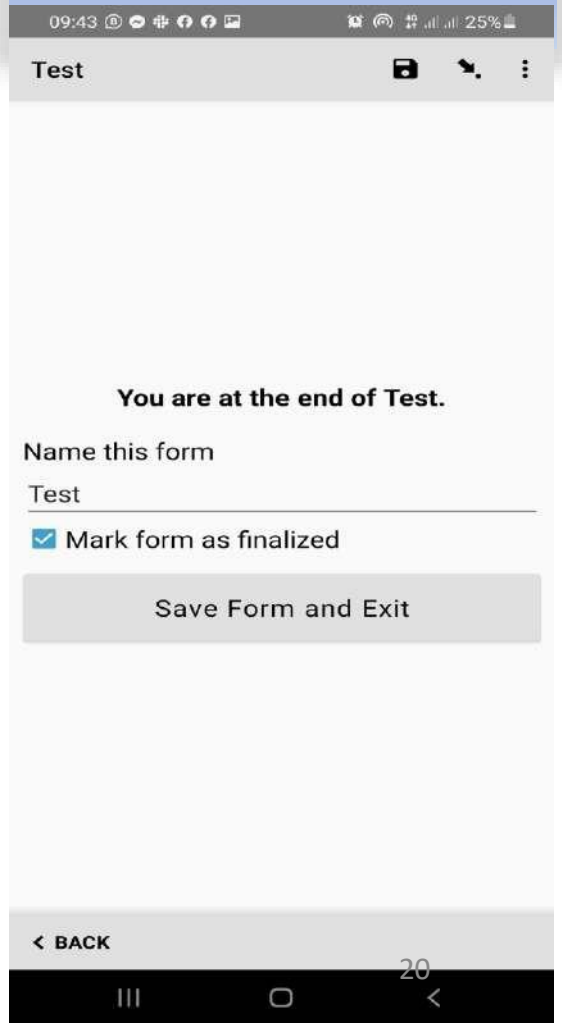

## Step 23

Read the question on each screen, respond, and then swipe LEFT to the NEXT one




## Step 24

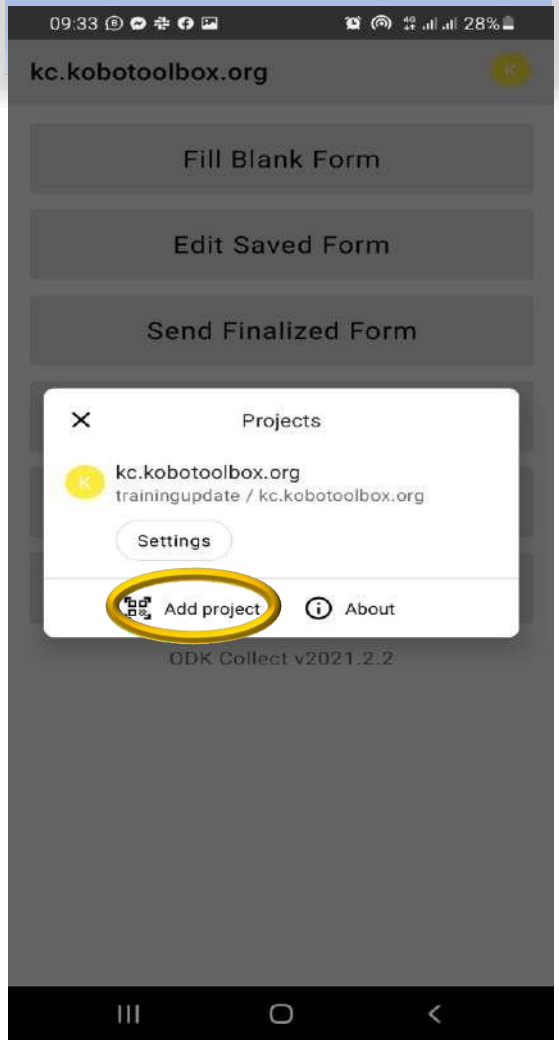
When you have answered all questions, Mark as finalized, then "Save Form and Exit"



# App Configuration: Adding multiple projects on the app

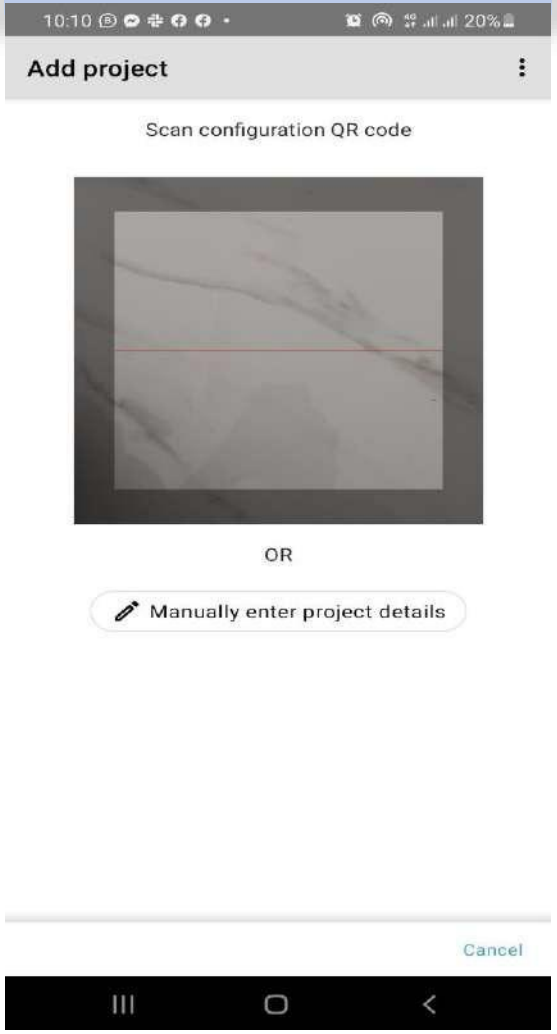
## Step 25 (optional)

Click on “Settings” to add a second project on the app. Note: useful for people managing several KoBo accounts.



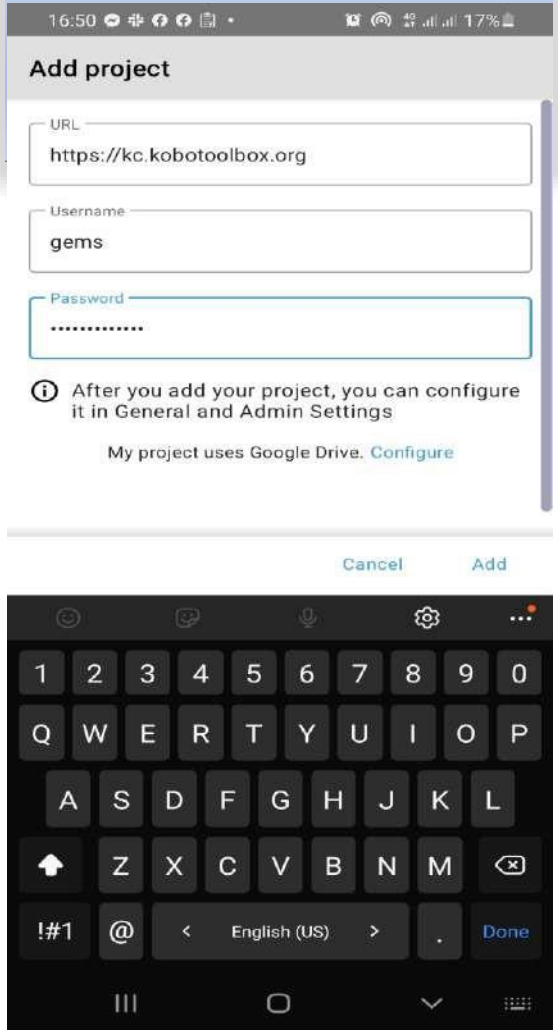

## Step 26 (optional)

You can add it using QR Code or enter project details manually



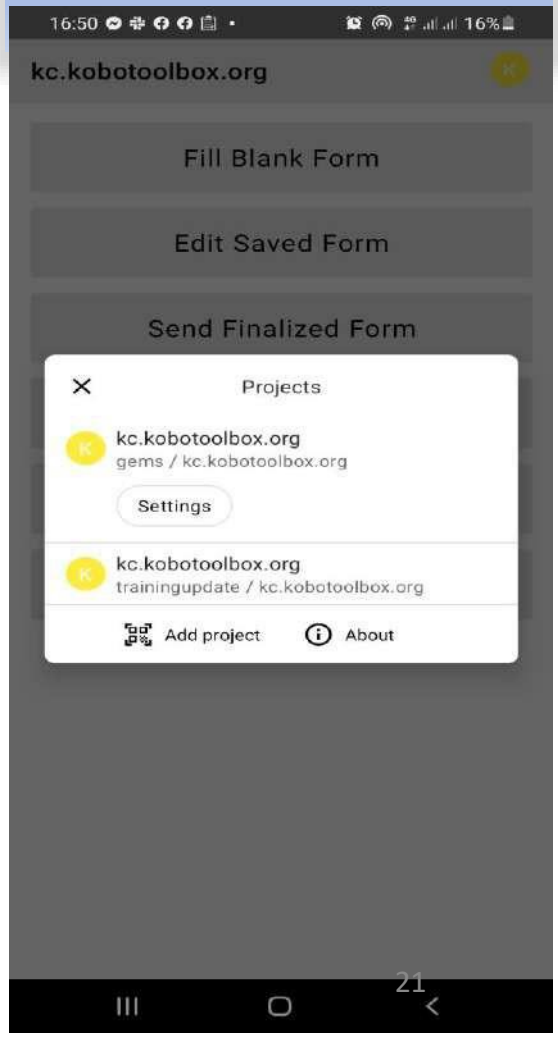

## Step 27 (optional)

Enter “project” details. Note: Project in ODK refers to an account in KoBo.




## Step 28 (optional)

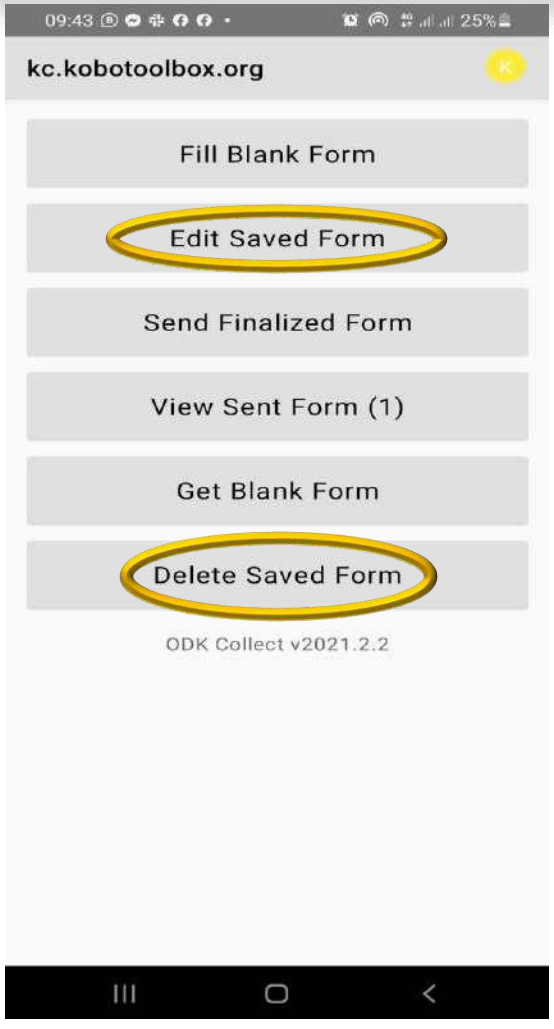
Project added successfully



# Forms in ODK Collect: Submitting, Editing, and Viewing Forms in the App

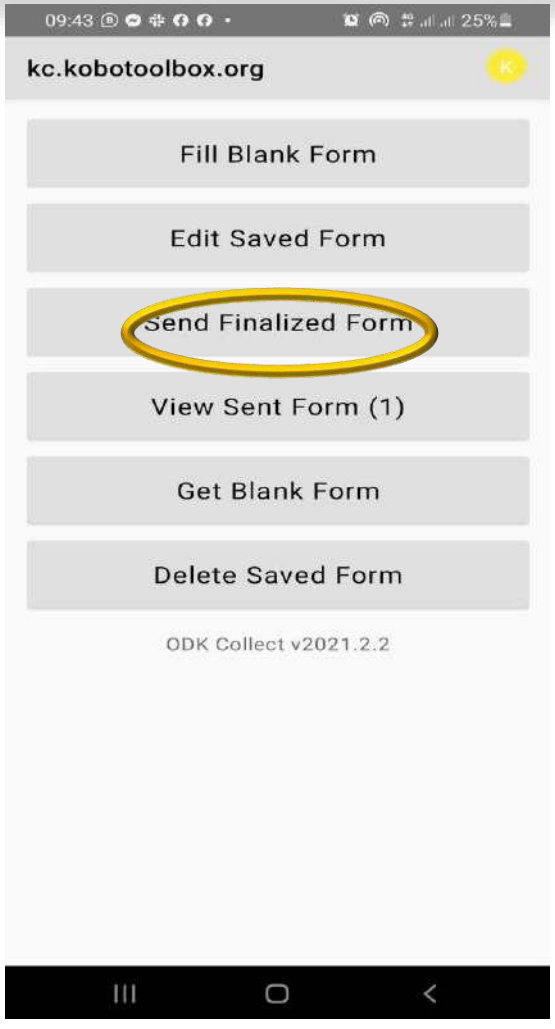
## Edit/Delete Saved Form

If you do not complete a form, access it here



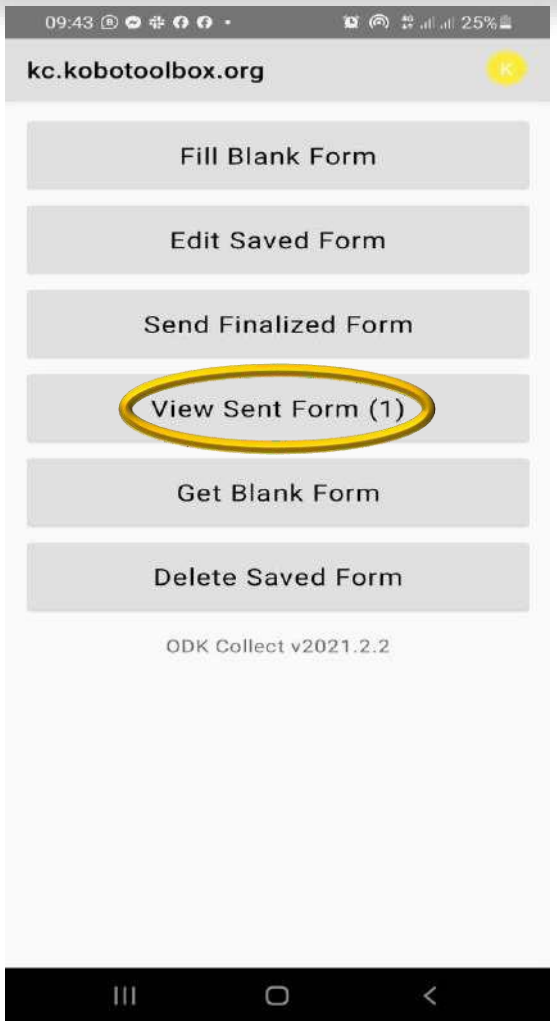

## Send Finalized Form

If "Auto Send" is disabled (see step 13), send forms from here

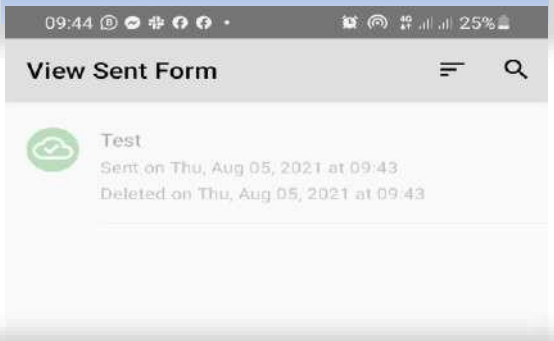



## View Sent Form

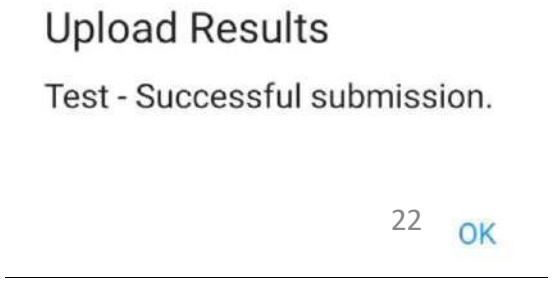
See forms that were sent previously




## View Sent Form




If "AUTO SEND" is enabled (see Step 13), the filled form will be automatically sent to the server as soon as there is a WIFI or cellular connection.



# App Configuration Using QR Code: Setup Your "Template" Device

Template Device

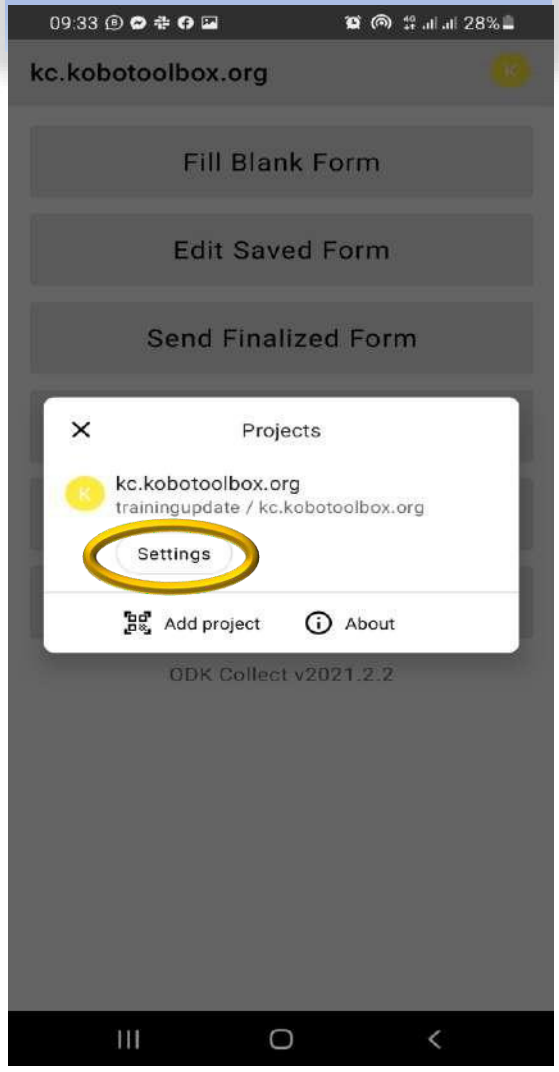
Ensure that you have accurately configured your first "template" device following the various steps outlined in the following slides. It is crucial that this is appropriately setup, including by using the username and password of the enumerator's KoBo account. Since all the settings will be transferred to the next devices via the QR code, never use the username and password of your administrator's KoBo account.

Once your template device is properly setup, open ODK Collect and follow these steps.

# App Configuration via QR Code: Setting admin password and limit user interface

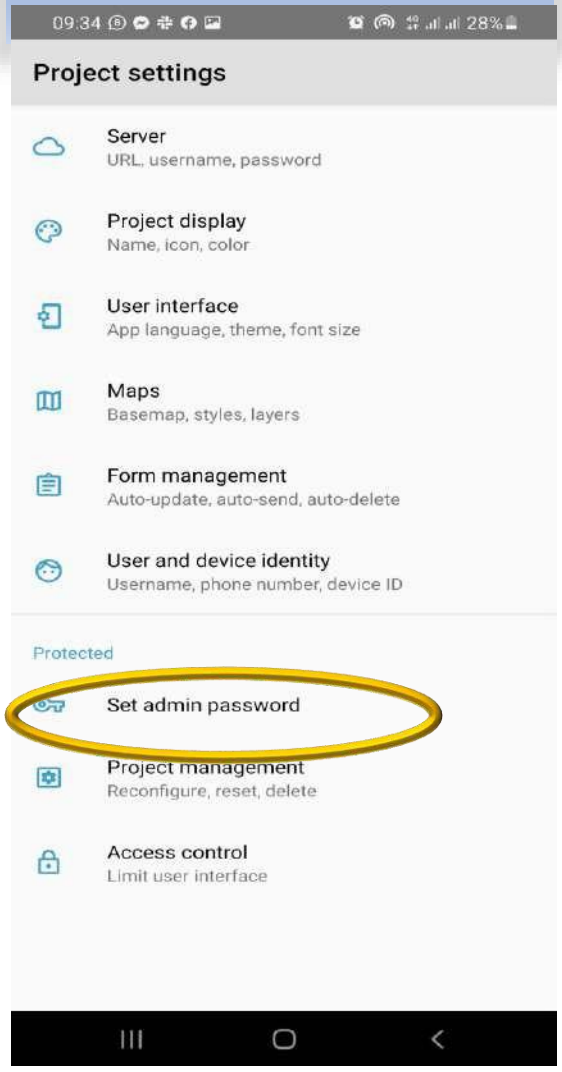
## Step 1

On the template device, select “Settings”. Note: the template should be connected to the enumerator’s KoBo account



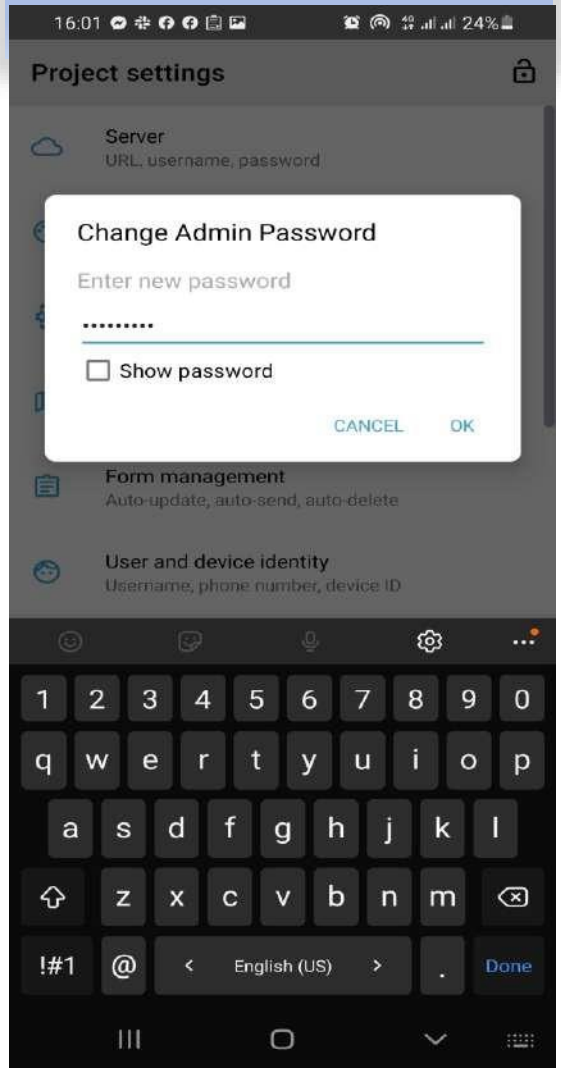

## Step 2

Then, select “Set admin password”



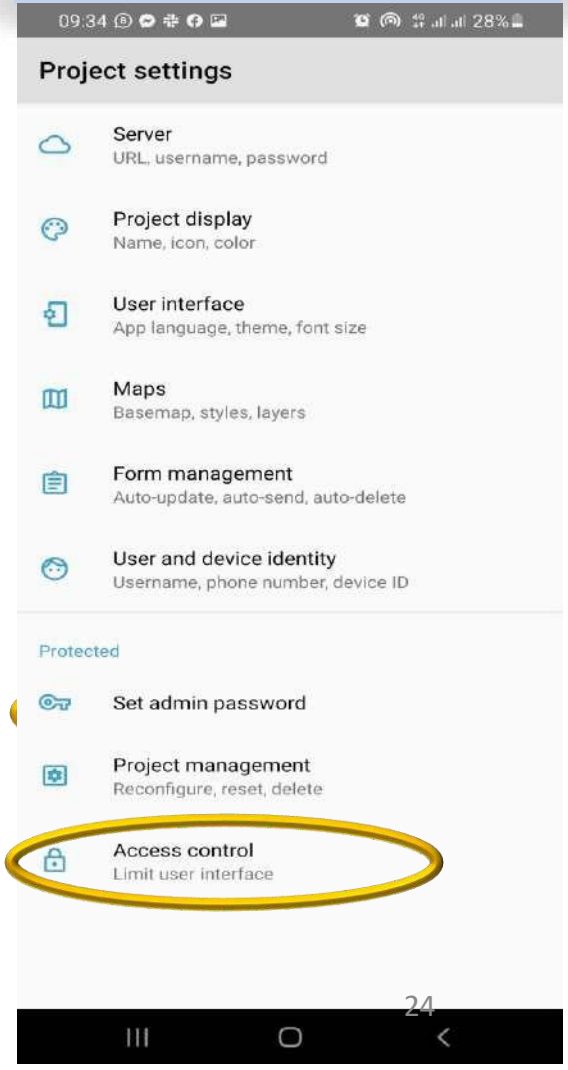

## Step 3

Set the password and select “Ok”. Note: this password is different from your KoBo account’s password. It is unique for ODK.




## Step 4

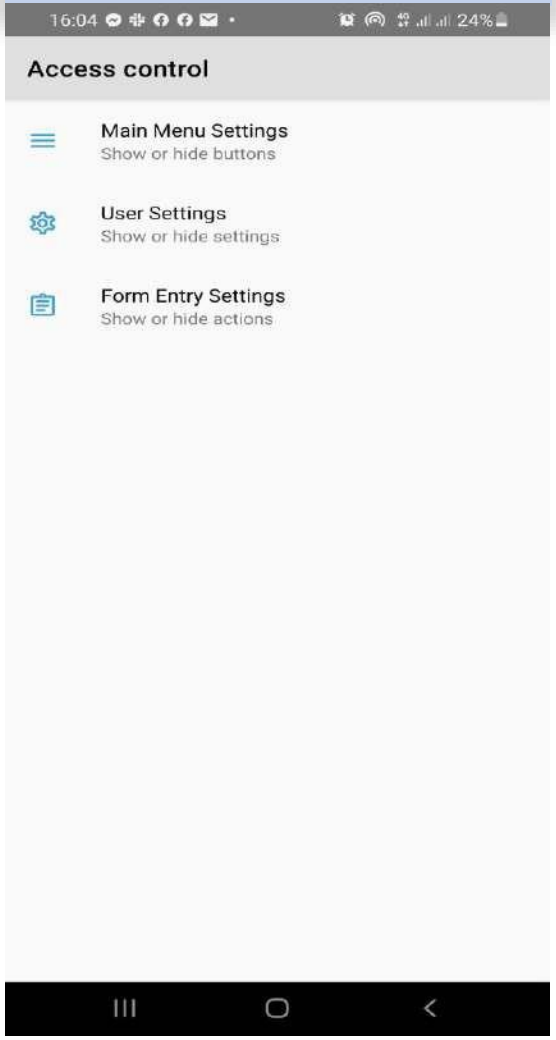
To limit user interface, go to “Settings”, then select “Access control”



# App Configuration Using QR Code: Limit user interface

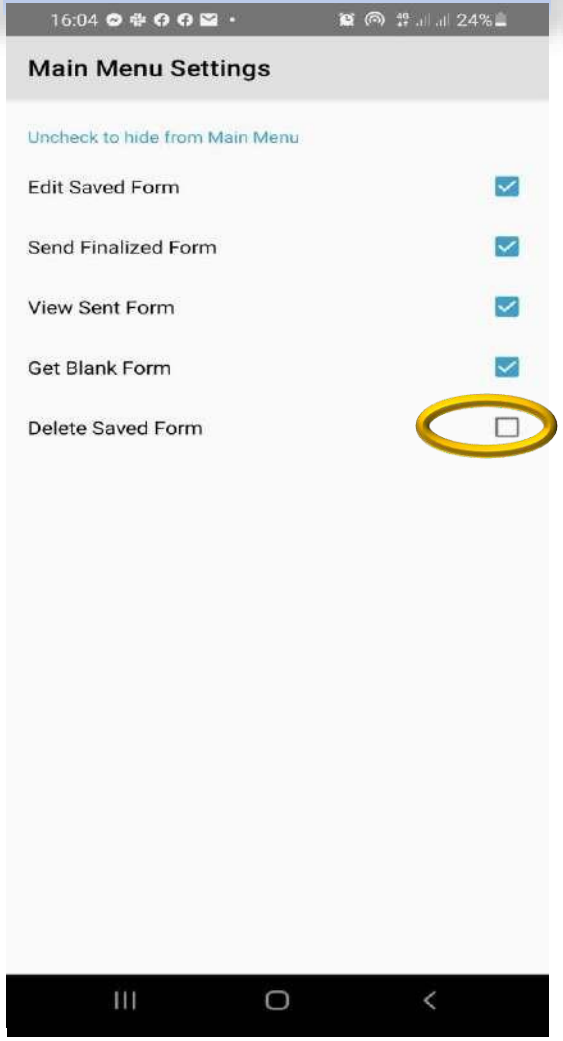
## Step 5

Once in “Access control”, click on each option to uncheck boxes



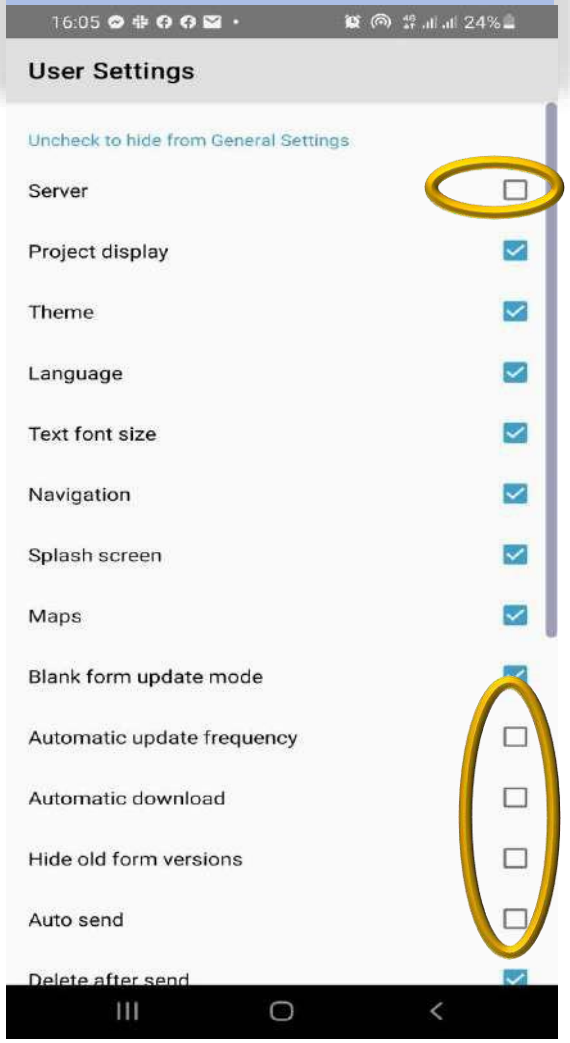

## Step 6

Uncheck to hide from “Main menu”



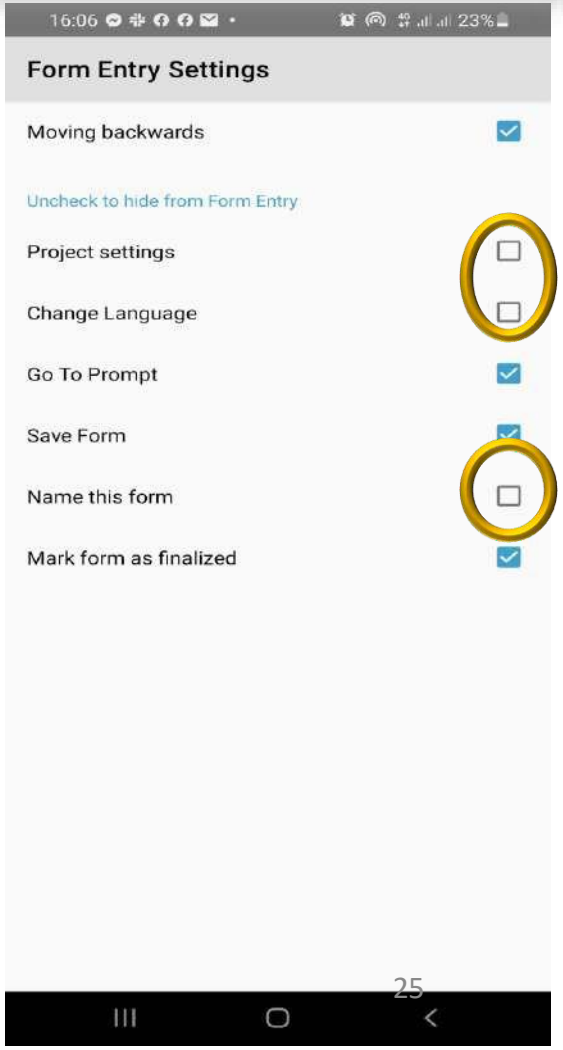

## Step 7

Uncheck options to hide from “User Settings” in function of your needs in the field.



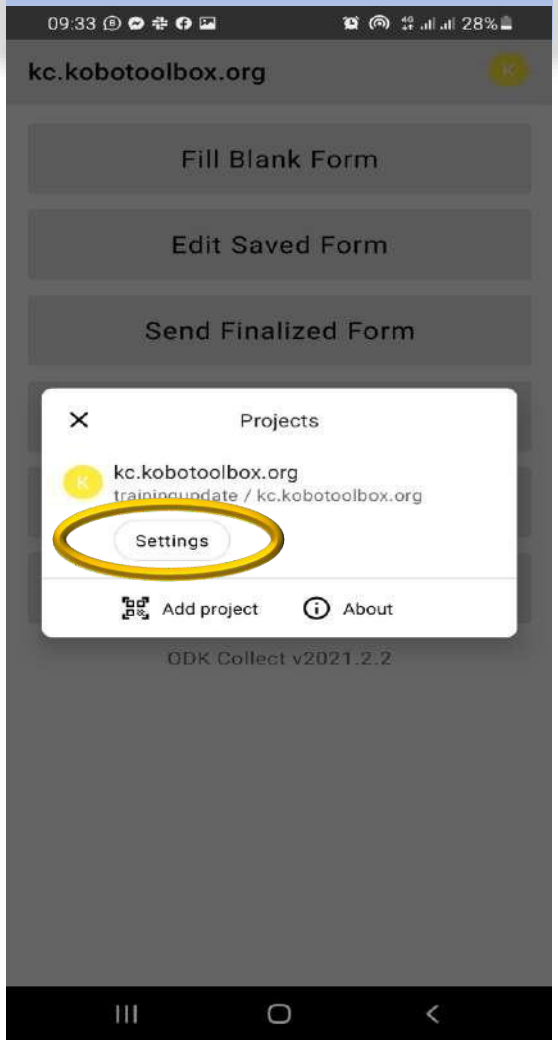

## Step 8

Uncheck to hide options from “Form Entry Settings” in function of your needs in the field.

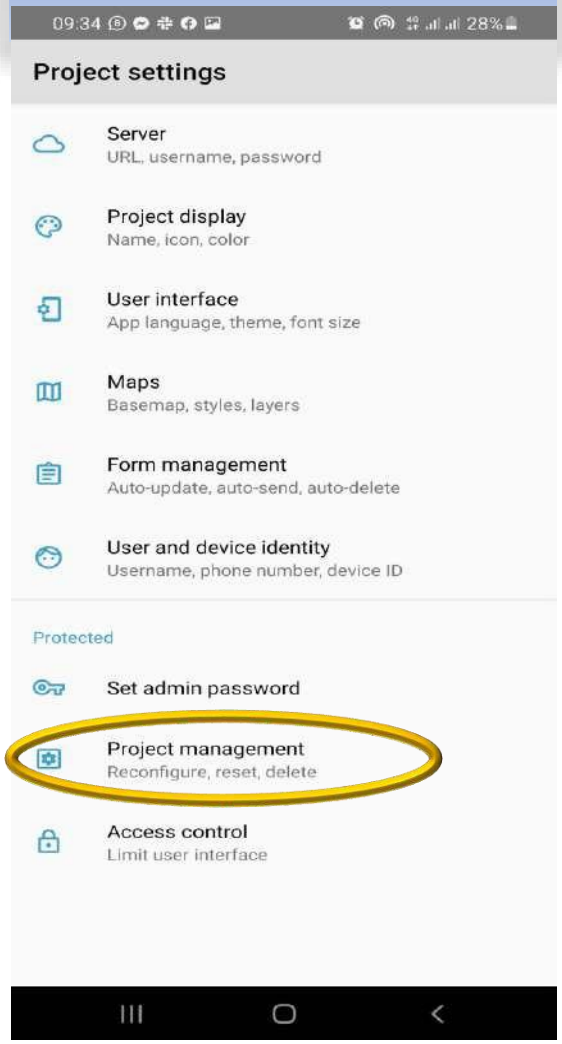


# App Configuration Using QR Code: Setup Your "Template" Device

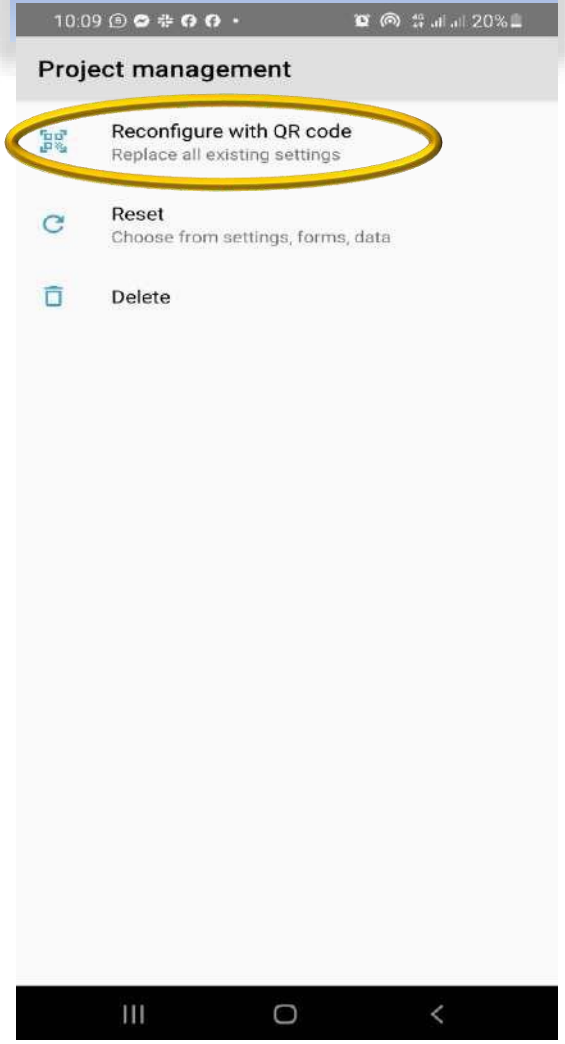
## STEP 9
Navigate to "Settings"




## Step 10
Select "Project Mangement"



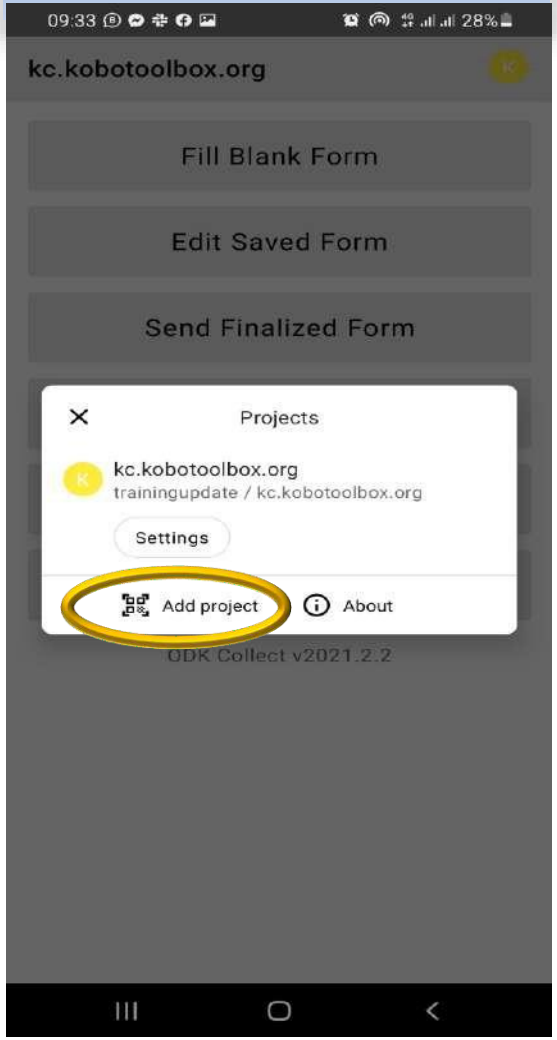

## Step 11
Select "Reconfigure with QR code"




## Step 12
Ensure that your template device displays a QR code similar to this

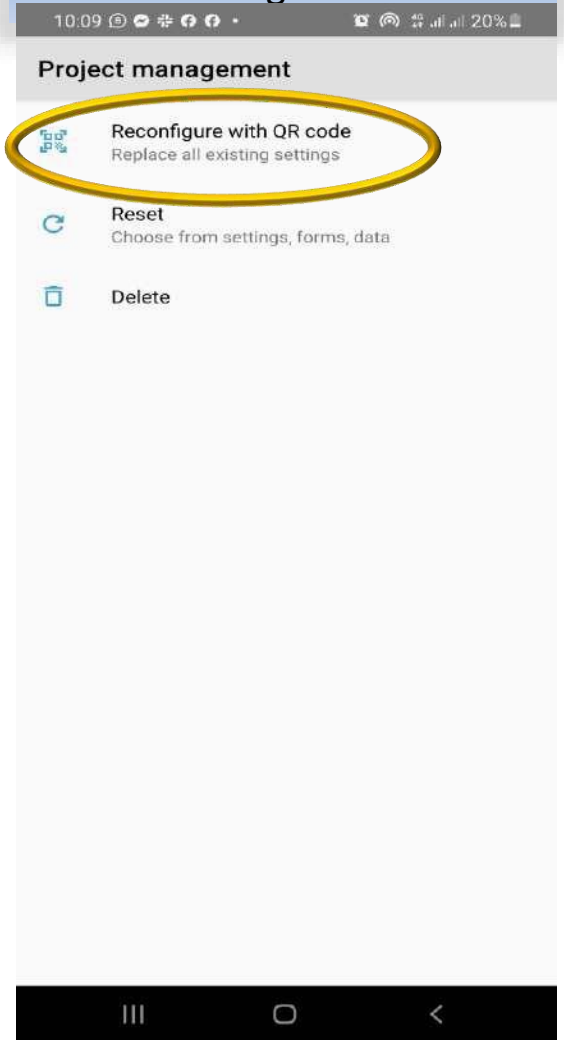
# App Configuration Using QR Code: Transfer Settings to New Device by Scanning

## Step 13
Navigate from Main Menu to "Add project"




## Step 14
With the new device, "SCAN" the QR code showing on the template device

## ALTERNATE Step 13
You can reconfigure a setting by going to project management




## ALTERNATE Step 14
On the new device, select "SCAN"

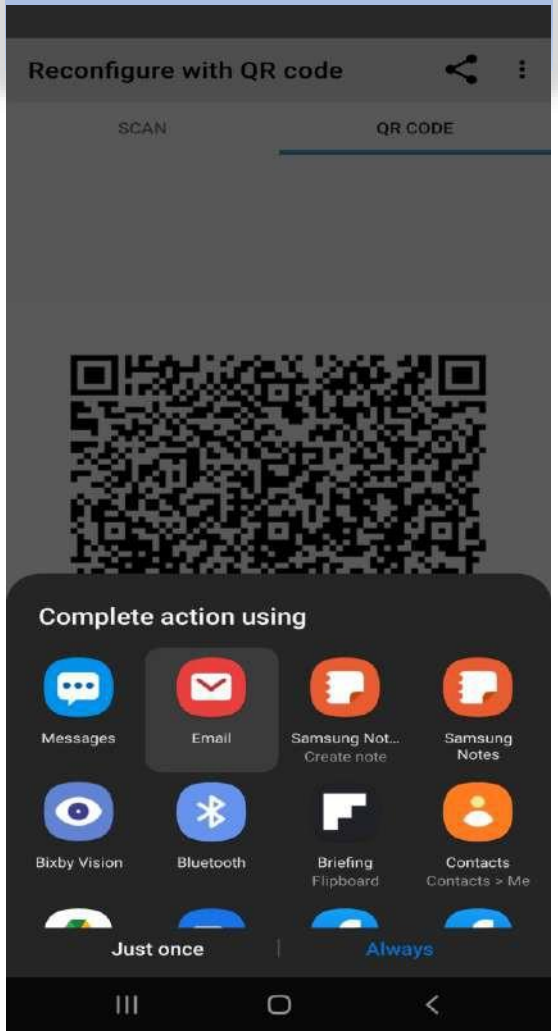
# App Configuration Using QR Code: Transfer Settings to New Device by Importing

## Step 15

On the template device, select the “share” icon

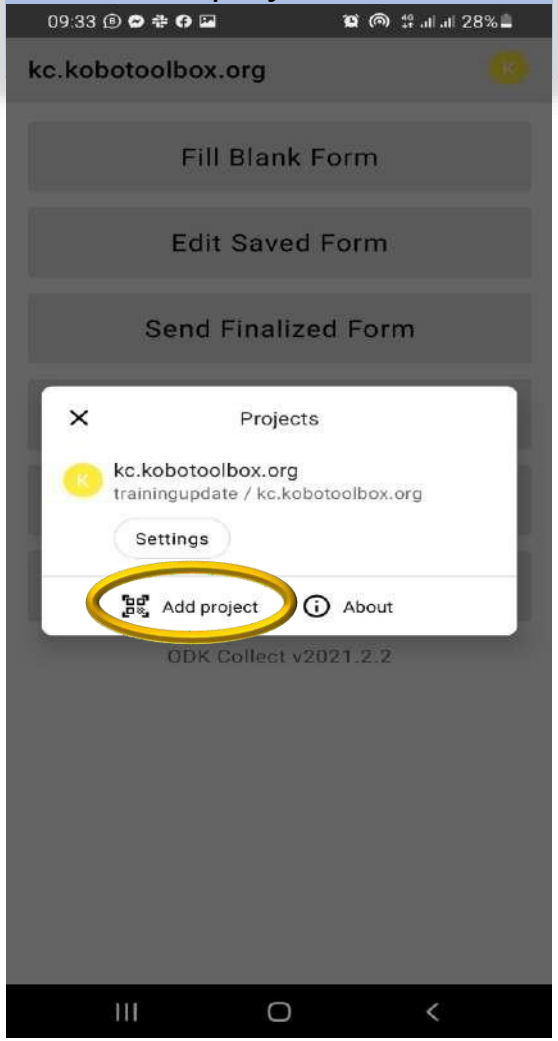
## Step 16

Use your desired method (e.g. email, SMS, WhatsApp, etc.) to share an image of the QR code with the necessary recipients.




## Step 17

On the new device, navigate to the QR code via “Add project”




## Step 18

“Import QR code” to upload the QR code to the new device

# Using Web Links in iOS Smartphones & Tablets to gather data in the field

**Offered by the World Bank's FCV Group in cooperation with the Global Evaluation Initiative (GEI)**

**Supported by the Korea Trust Fund for Economic and Peacebuilding Transition and the WBG Partnership Fund for the Sustainable Development Goals**

KOREA TRUST FUND
for Economic and Peace-Building Transitions

WORLD BANK GROUP
Fragility, Conflict & Violence

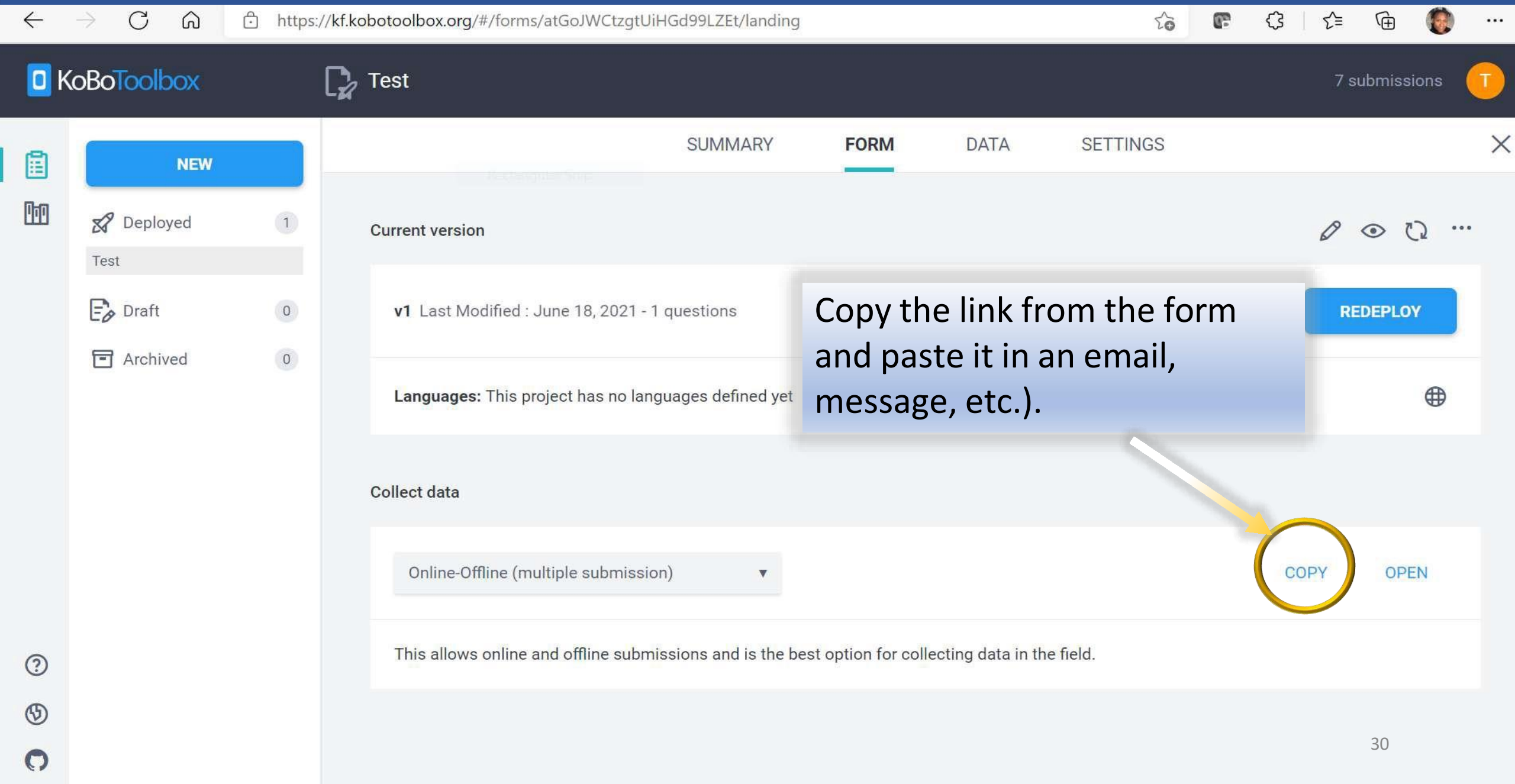
GEI
Global Evaluation Initiative

WORLD BANK GROUP
SDG
PARTNERSHIP FUND



For more information and additional resources, see the GEMS website at: www.worldbank.org/gems

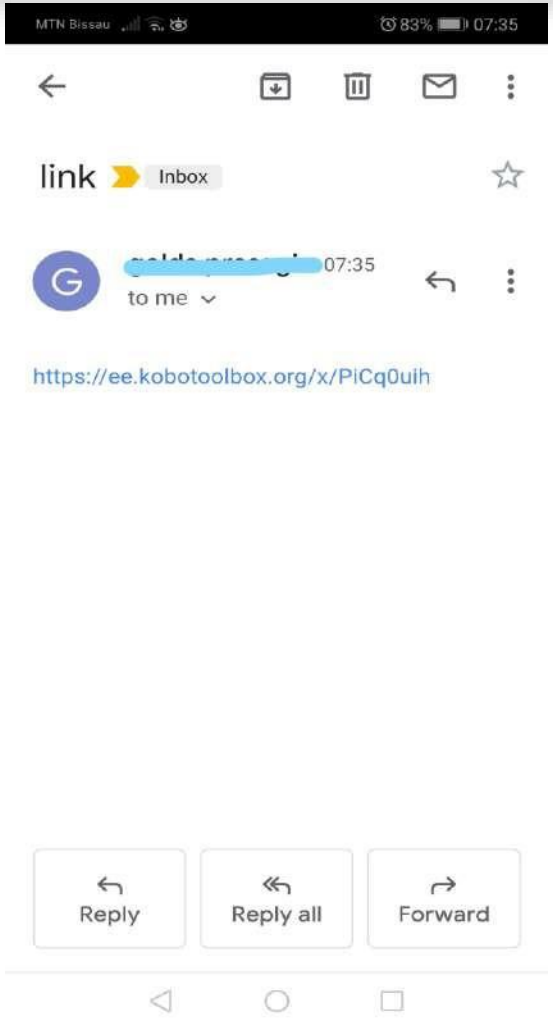
# The GEMS Method: Getting familiar with the KoBoToolbox platform



# The GEMS Method: on your Smart Phone- ENKETO

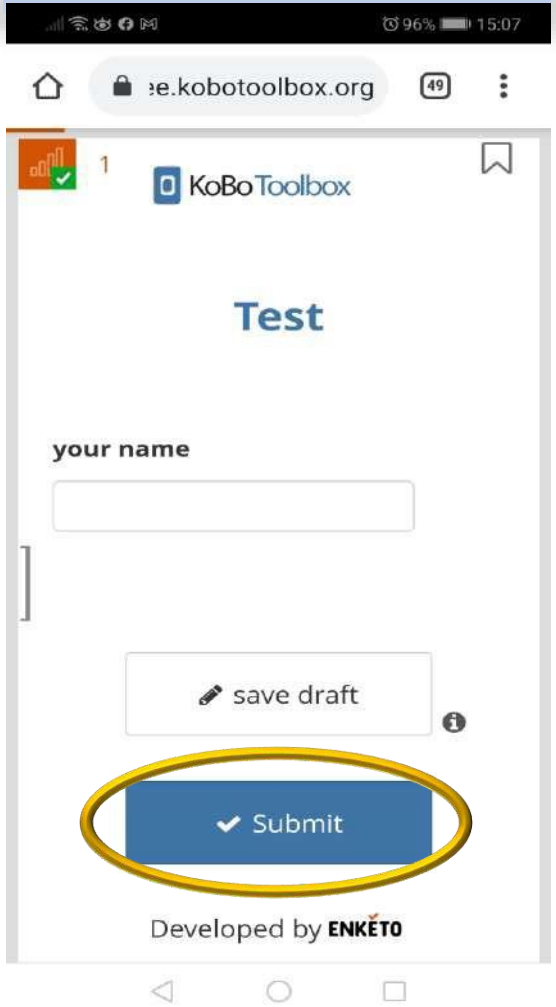
## Step 1

While connected to the internet, open the web link to the form



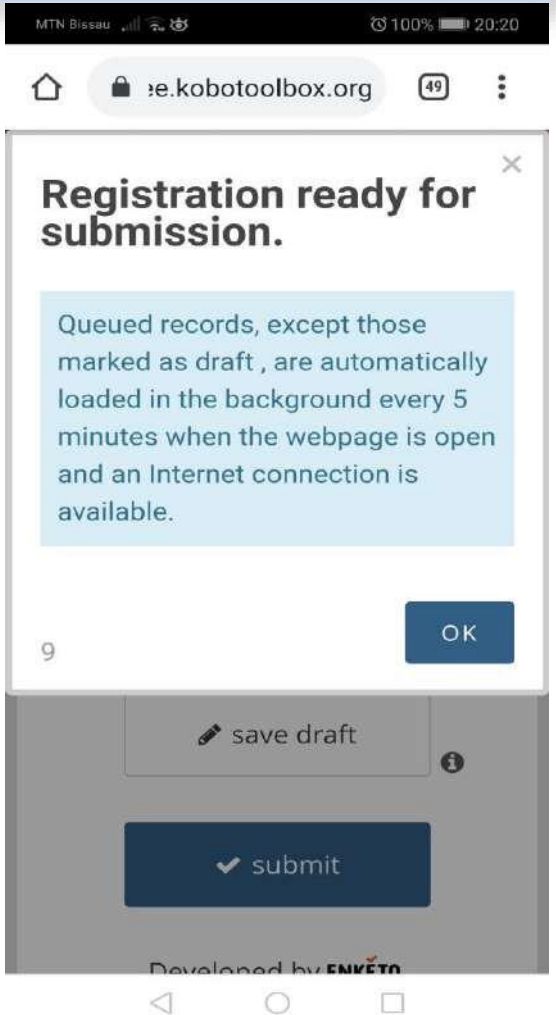

## Step 2

Fill the form and press send




## Step 3

The form will be sent once the internet connection are available


MTN Bissau
100% 20:20
e.kobotoolbox.org
Registration ready for submission.
Queued records, except those marked as draft , are automatically loaded in the background every 5 minutes when the webpage is open and an Internet connection is available.
OK
save draft
submit

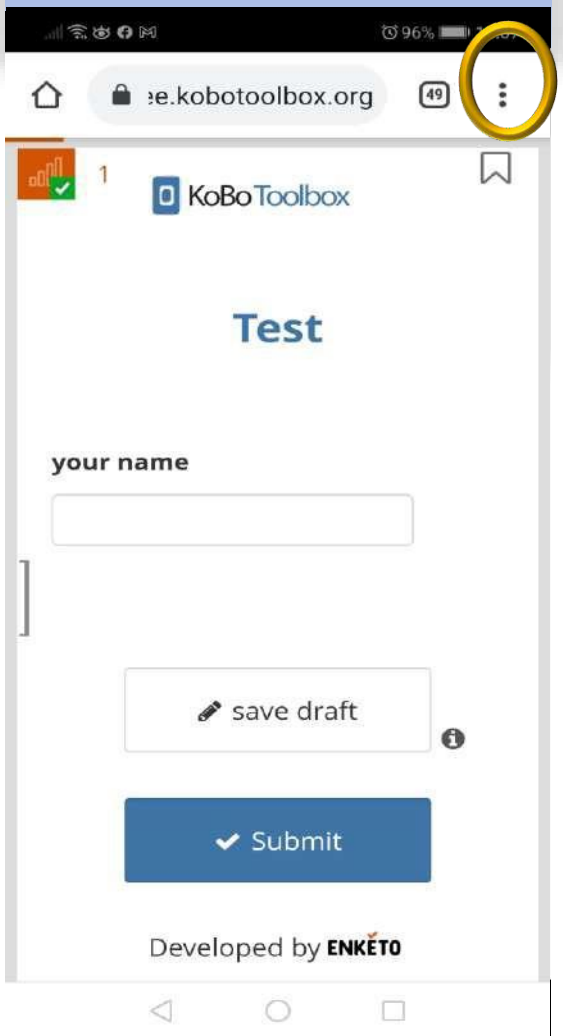
## Step 4

A message will be received when the form is submitted.

# The GEMS Method: bookmark this link in your browser

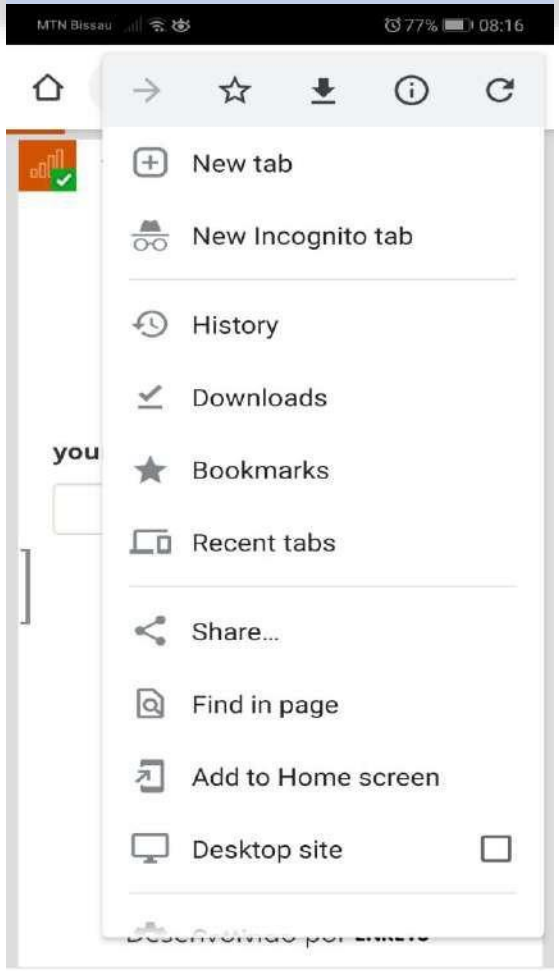
## Step 5

On the right side of the browser, click on the three vertical dots.



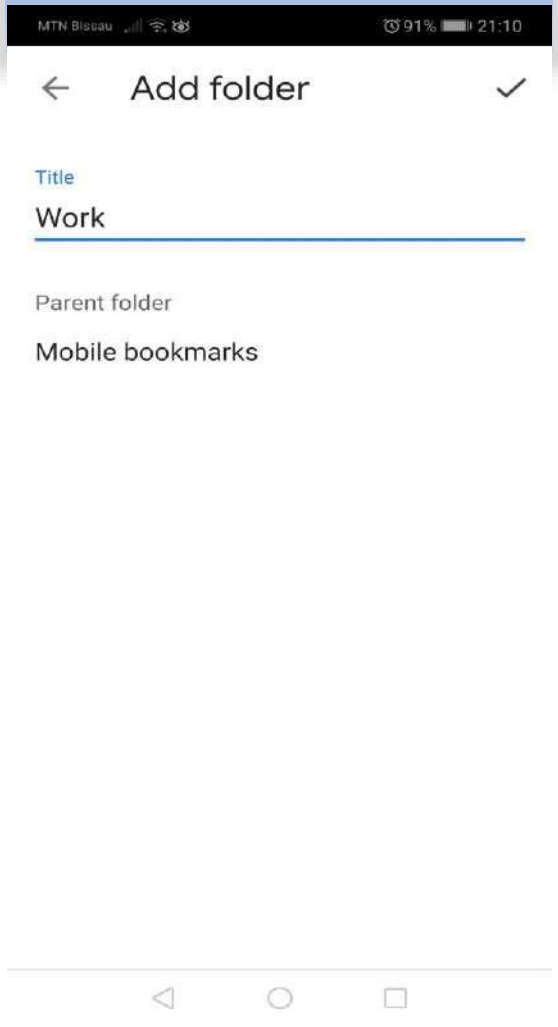

## Step 6

Select “BOOKMARKS”



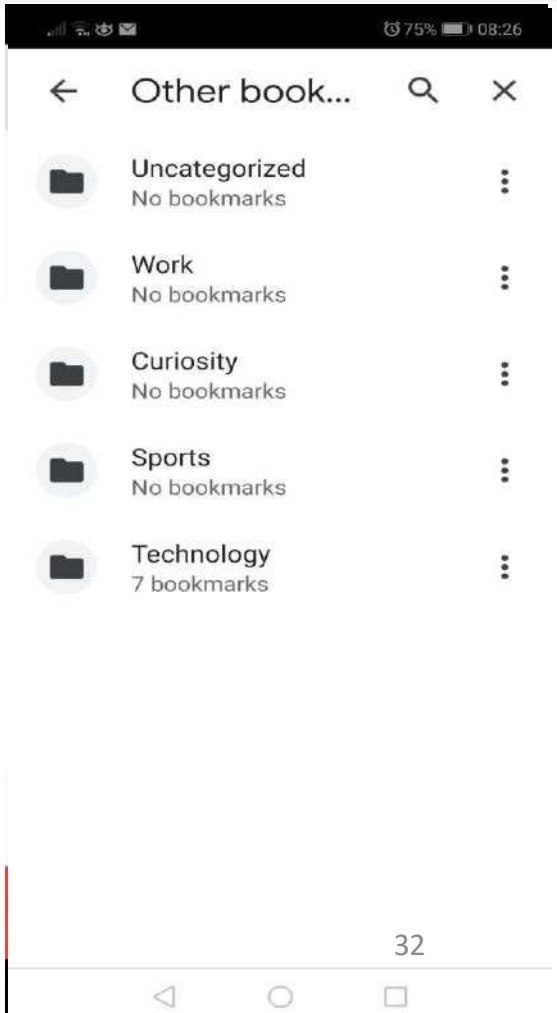

## Step 7

Select or add a folder to save the file and click save




## Step 8

Check the folder in which you would like to save the form



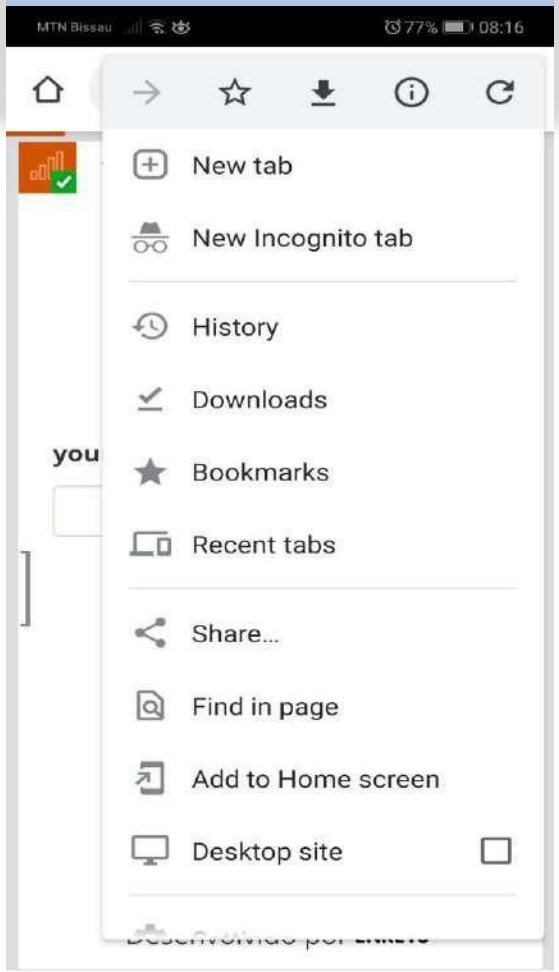
# The GEMS Method: bookmark this link in your browser

## Step 9

Save the bookmarked form in the selected folder.

## Step 10

Check if the form is there. Open your browser and select "BOOKMARKS"




## Step 11

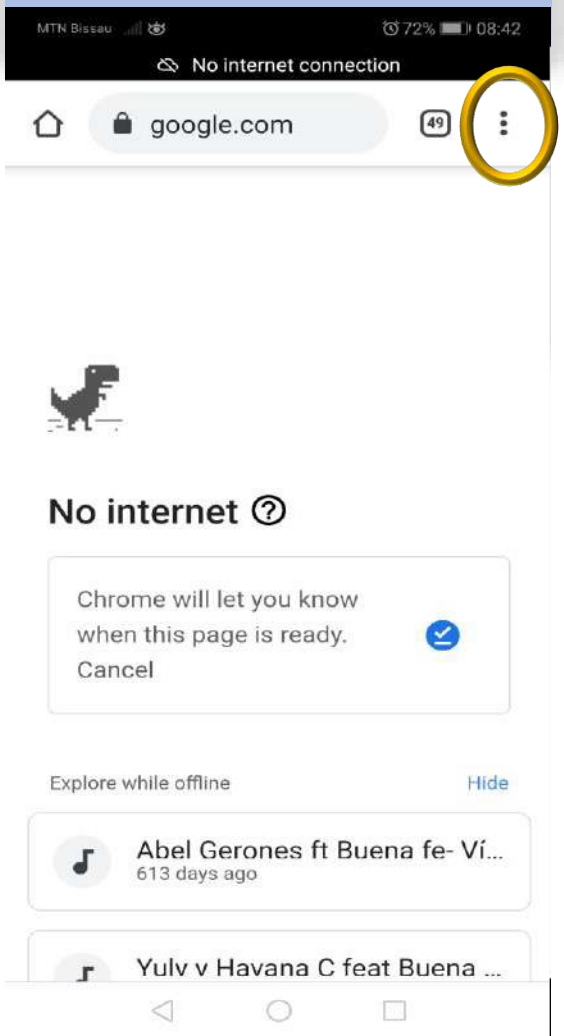
The form should be easily accessible

## Step 12

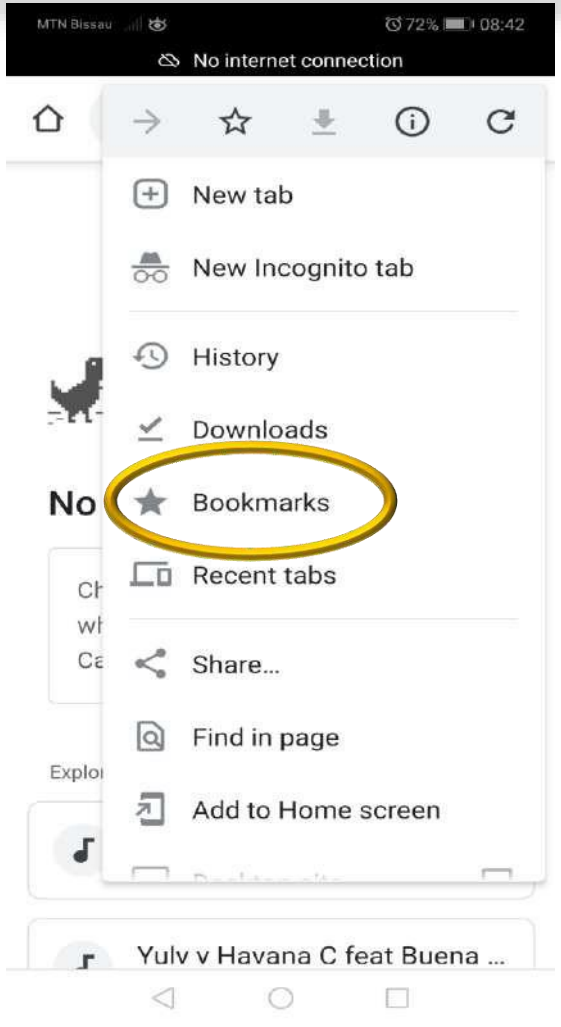
Open the form and start filling in the information

# The GEMS Method: Access the form on your browser (no need internet)

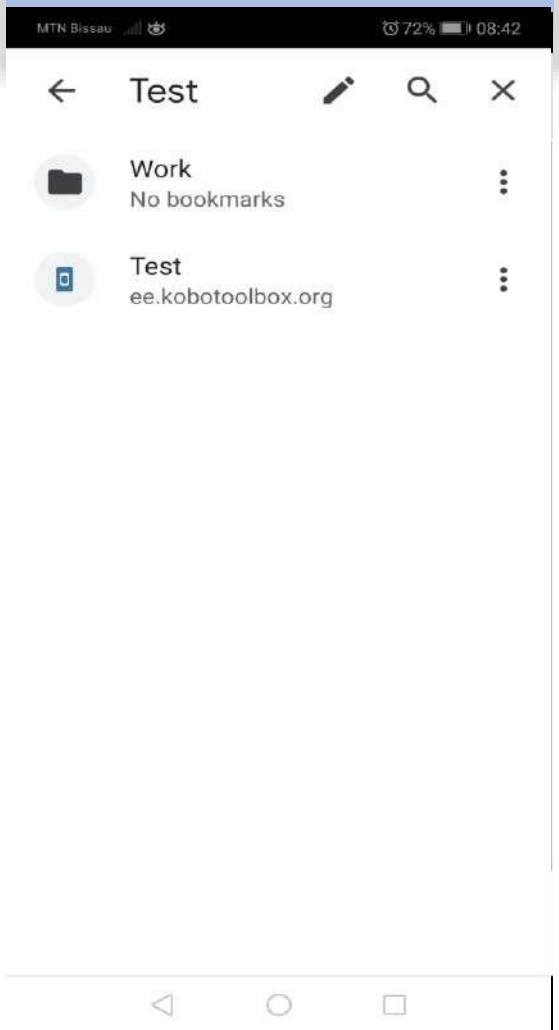
## Step 13
In the field: open your browser (no internet needed)



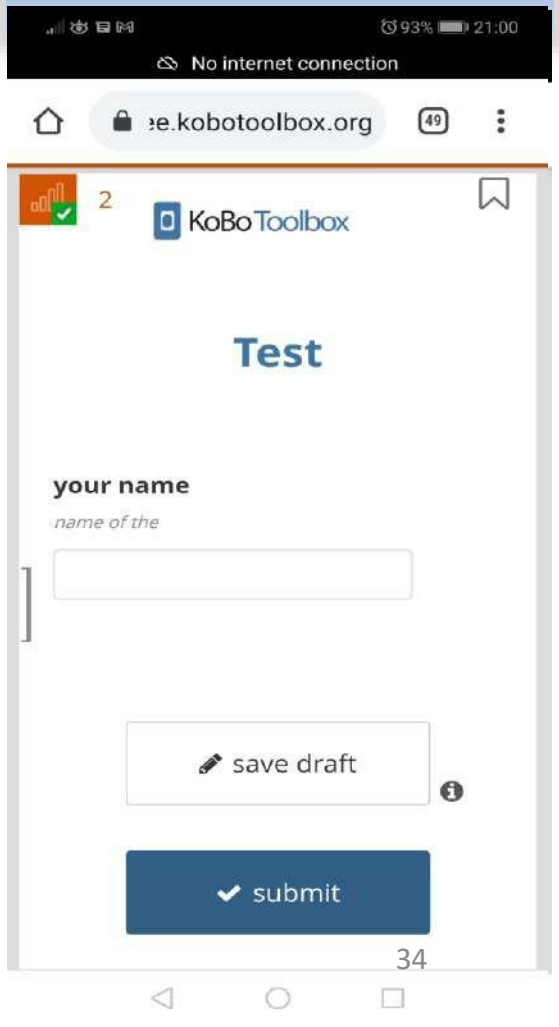

## Step 14
Select "BOOKMARKS"




## Step 15
Select the form and open it




## Step 16
Fill the form and send it once there is an WIFI or cellular connection again.



# Viewing and Exporting Data after Field Collection

**Offered by the World Bank's FCV Group in cooperation with the Global Evaluation Initiative (GEI)**

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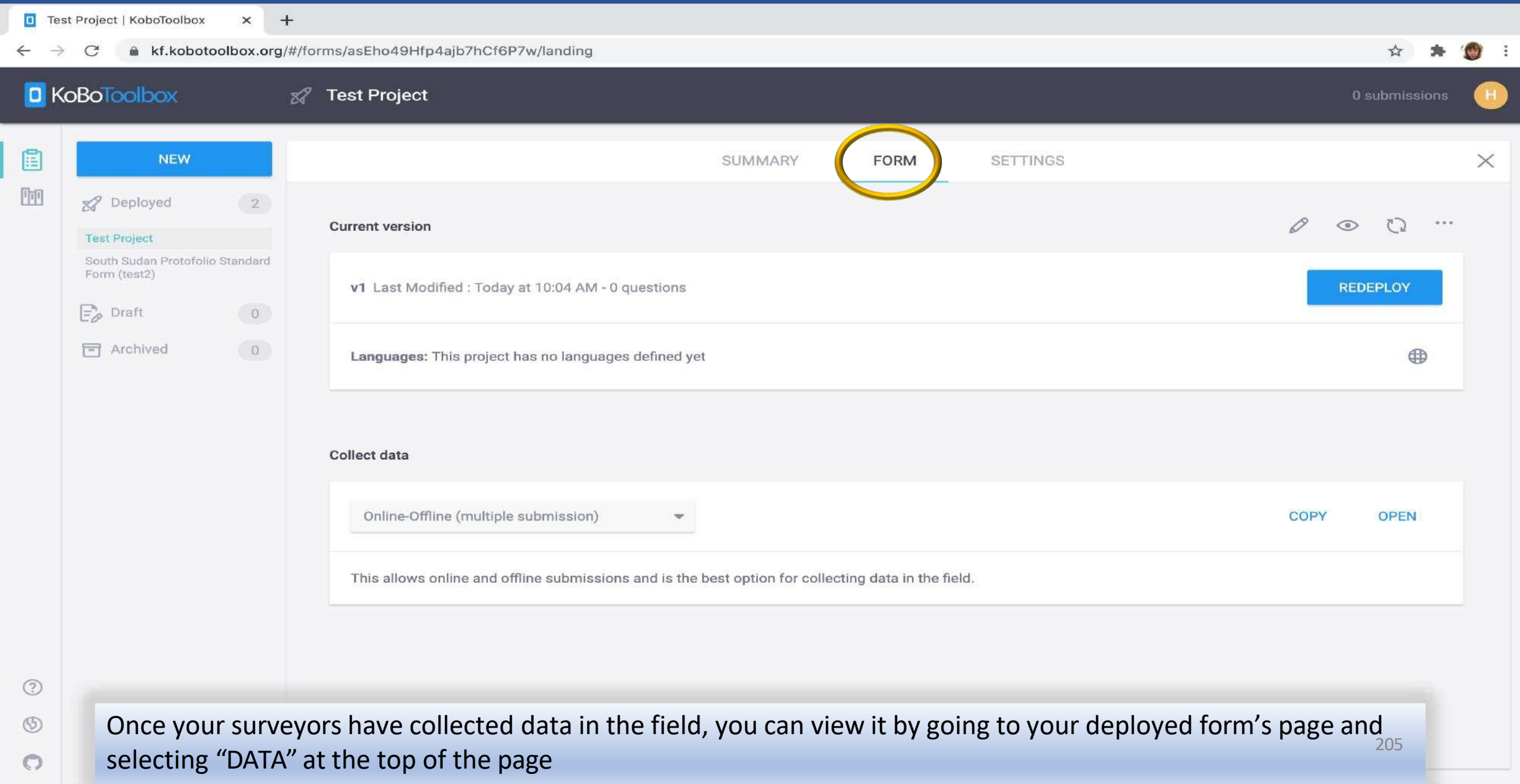
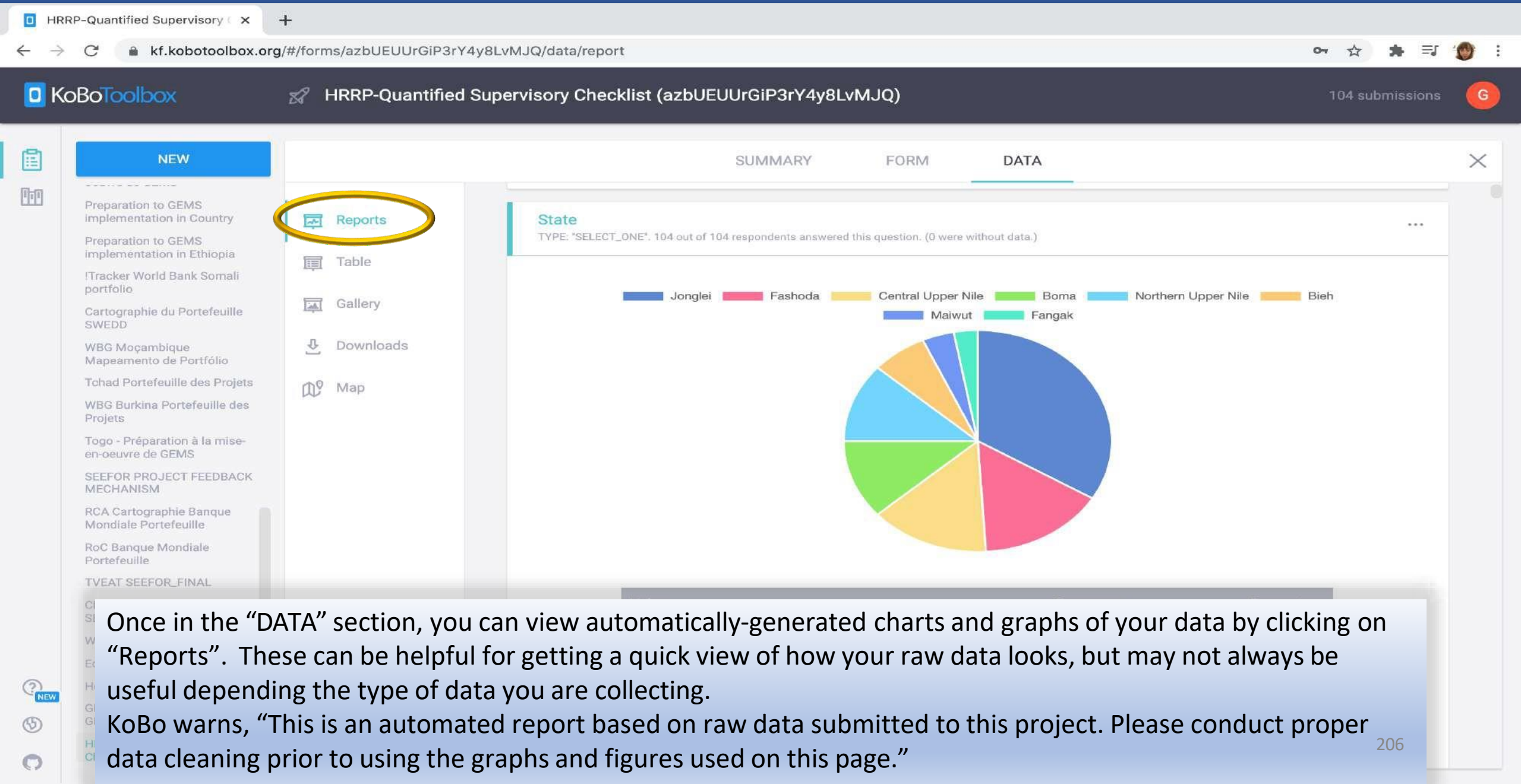
# Post-Collection Data Analysis: Viewing and Exporting Field Data




Once your surveyors have collected data in the field, you can view it by going to your deployed form's page and selecting "DATA" at the top of the page

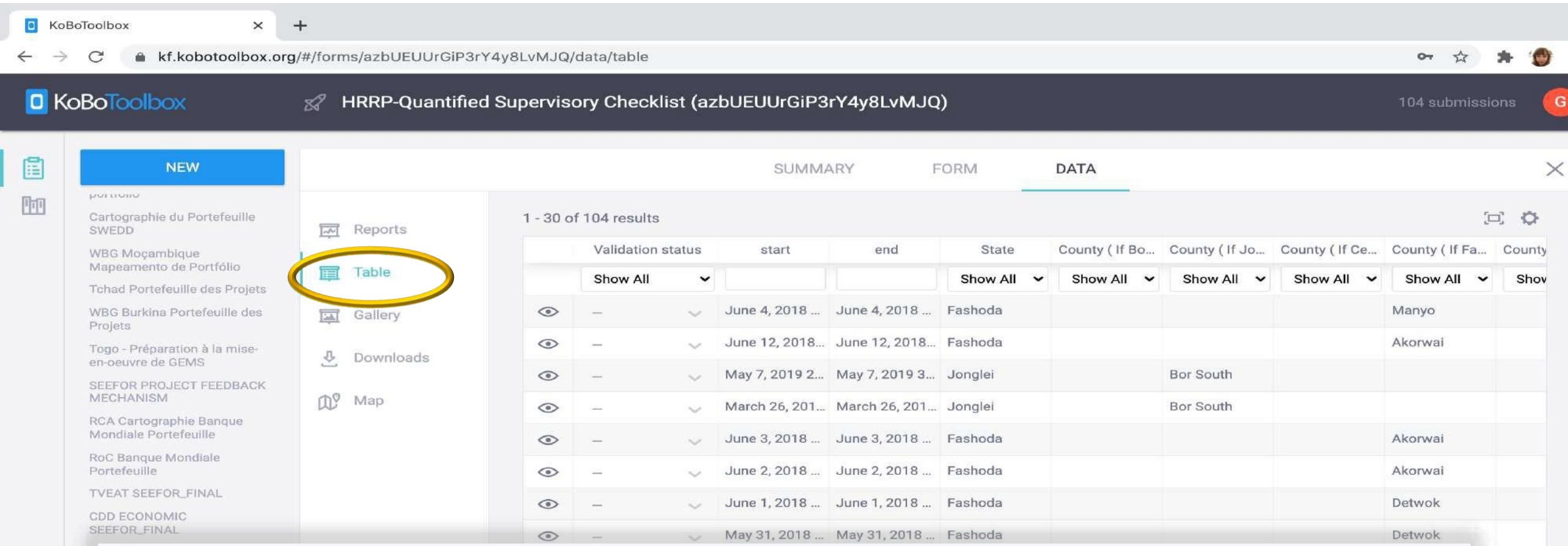
# Post-Collection Data Analysis: Viewing and Exporting Field Data




Once in the "DATA" section, you can view automatically-generated charts and graphs of your data by clicking on "Reports". These can be helpful for getting a quick view of how your raw data looks, but may not always be useful depending the type of data you are collecting.

KoBo warns, "This is an automated report based on raw data submitted to this project. Please conduct proper data cleaning prior to using the graphs and figures used on this page."

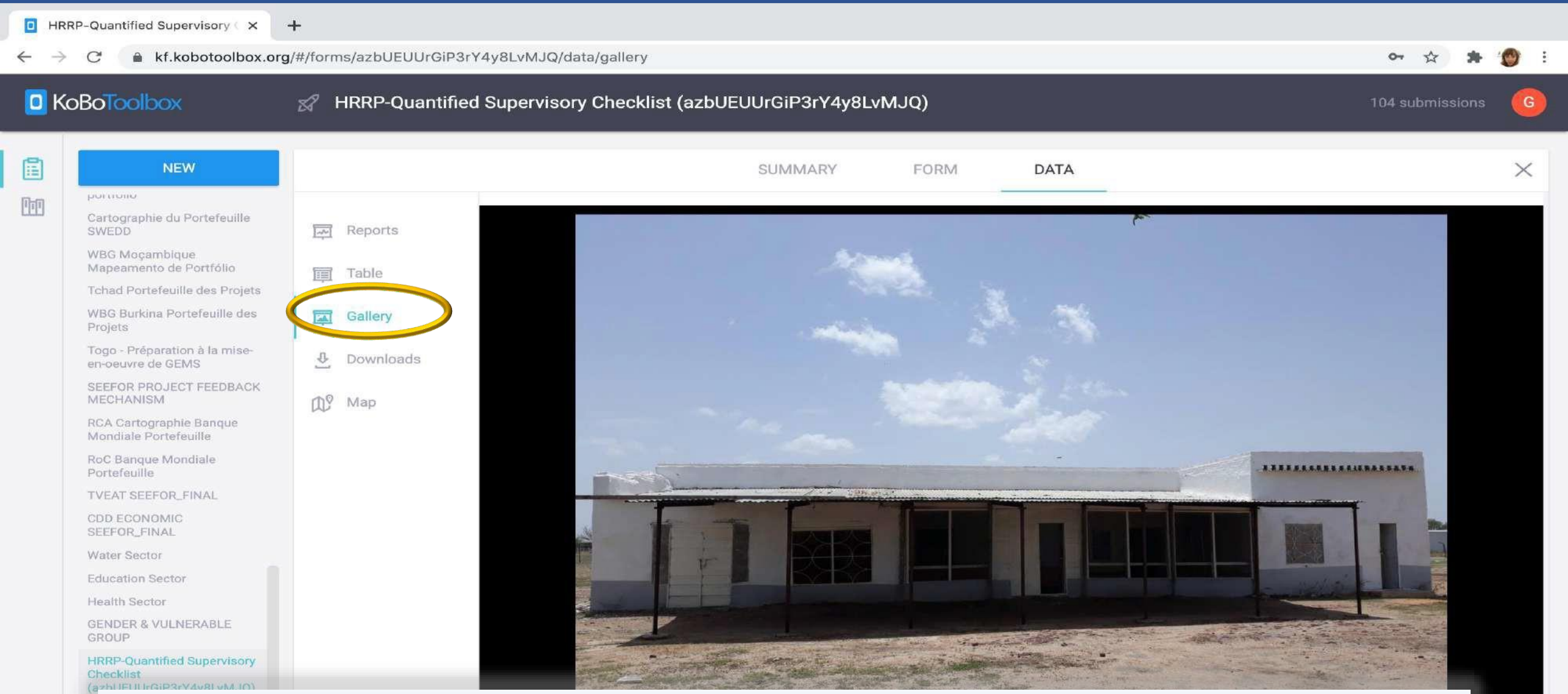
# Post-Collection Data Analysis: Viewing and Exporting Field Data




You can also view your data in a tabular, Excel-styled format, by clicking on the “Table” section. Please note that the size of each field is limited in this view, which can lead some entries to appear ‘cut off’. Yet, when you download the data as Excel, you will be able to access to full content that has been collected.

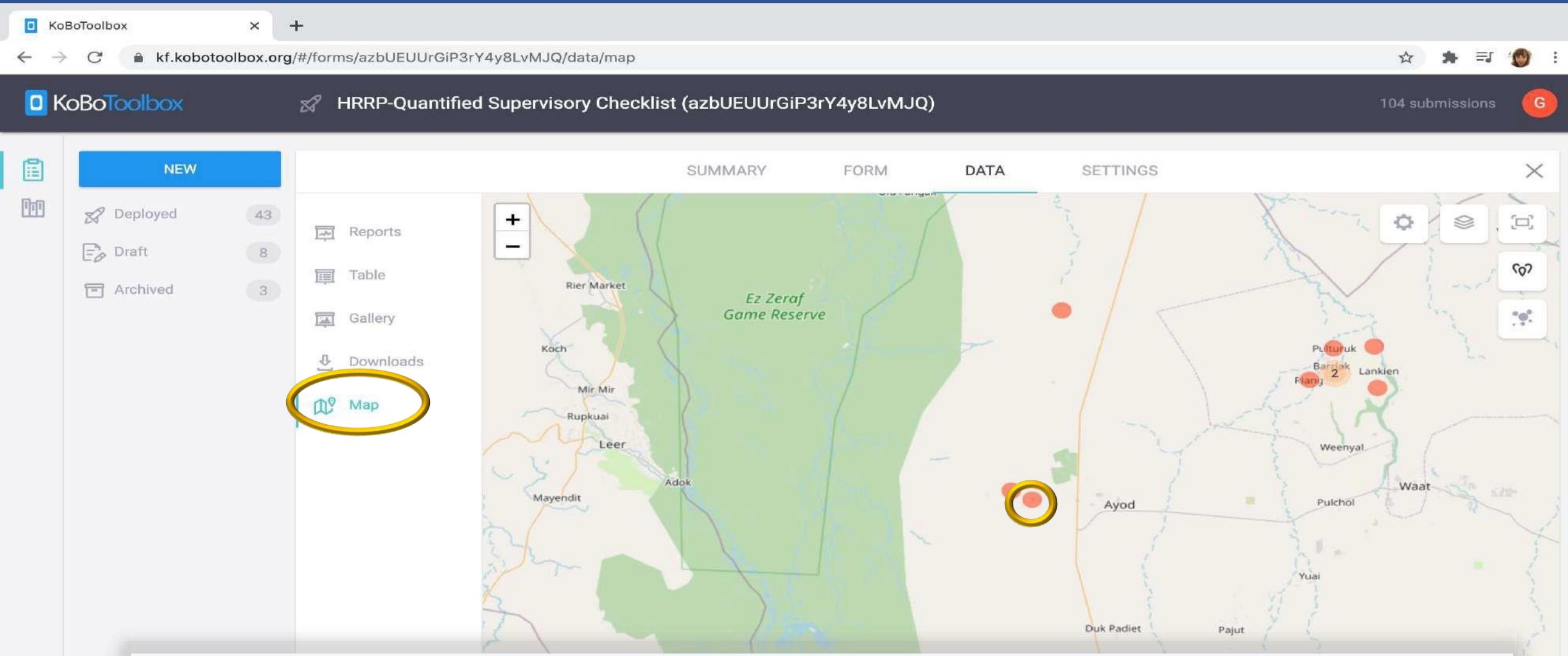
From here you can also **edit the raw data** that has been uploaded on the account. **Given that the data could theoretically be tempered with through this option, it is important that only designated administrators have access to the account!**

# Post-Collection Data Analysis: Viewing and Exporting Field Data



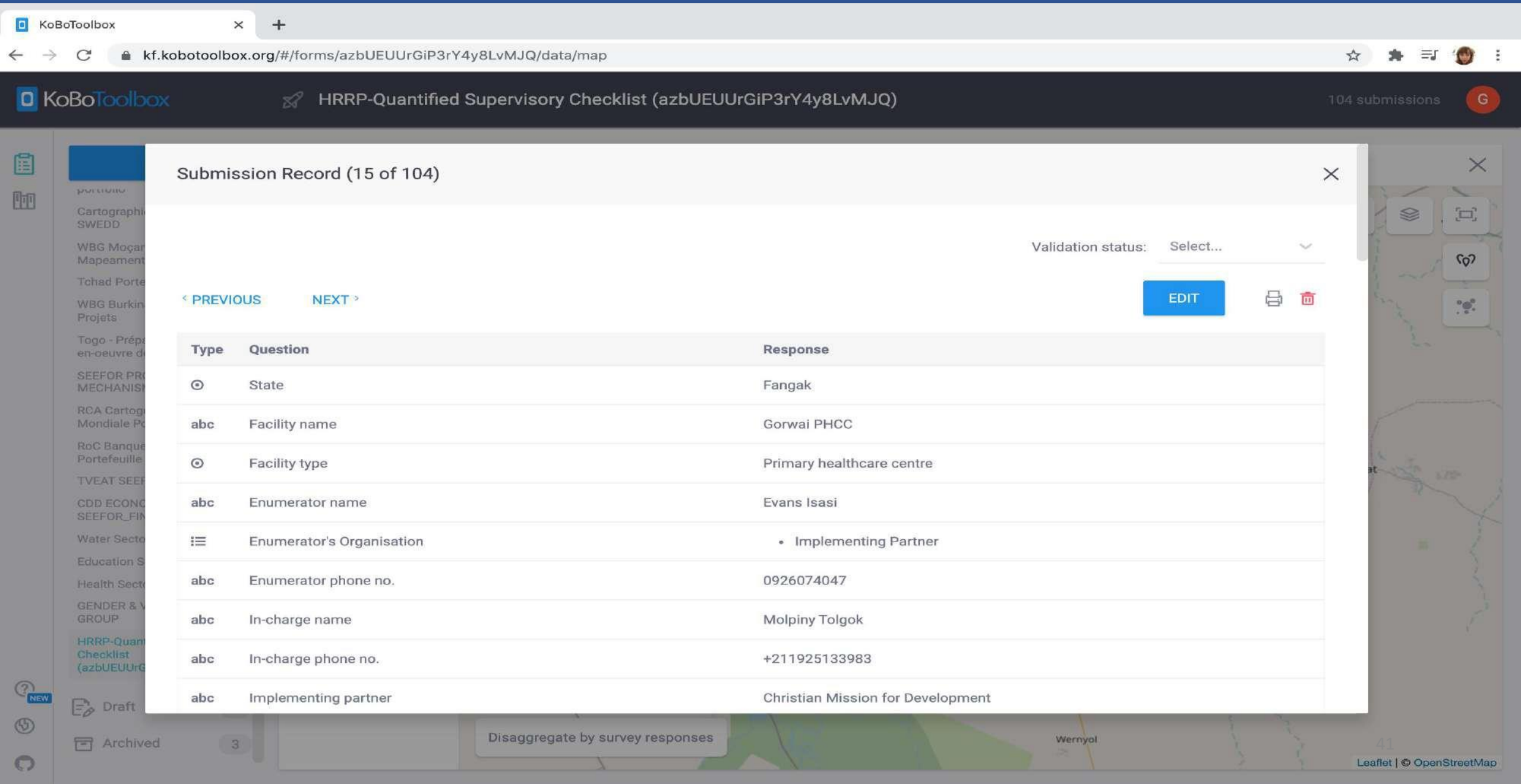

In the Gallery, you can view photos, video, and other media uploaded to your project. By clicking on a photo, you can open it in a new window and download it individually. You can also download all photos together in one zipped file

# Post-Collection Data Analysis: Viewing and Exporting Field Data

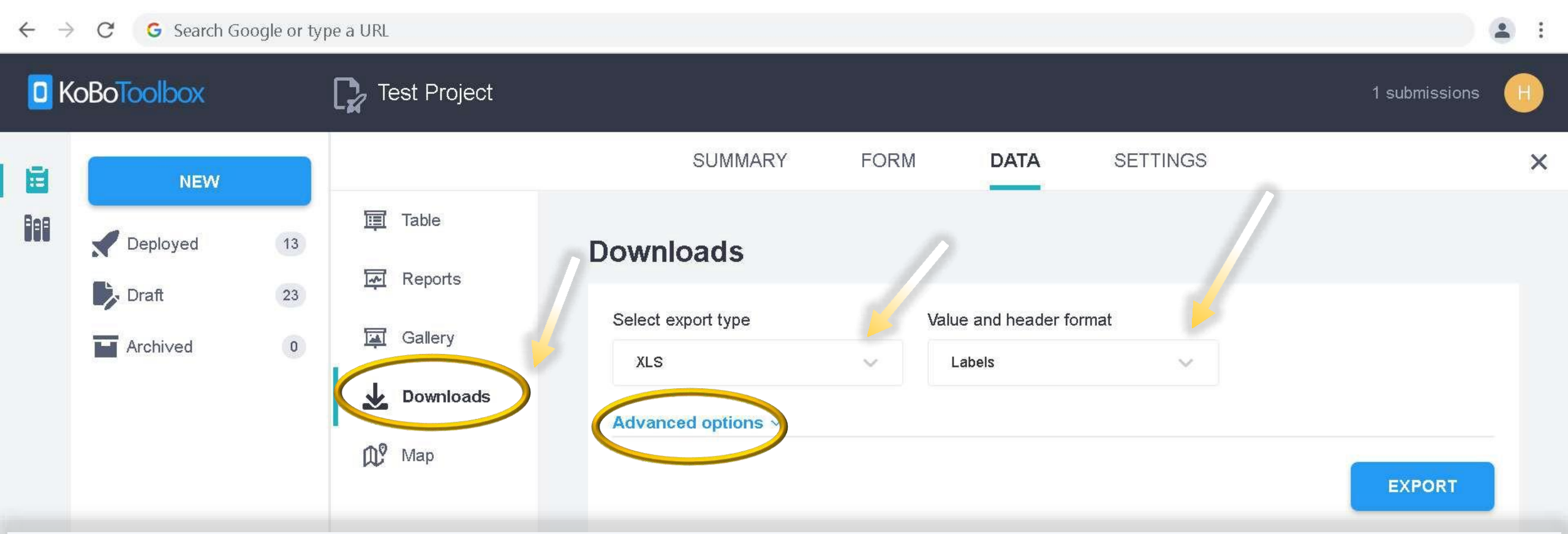



Use the map to see the exact location where the data has been collected. The interactive map also allows you to exchange background layers, categorize data according to color codes, and zoom into each individual point. By clicking on a point, you can view all the collected meta data and questionnaire responses as well as the photos from the field. See next slide for more details

# Post-Collection Data Analysis: Viewing and Exporting Field Data

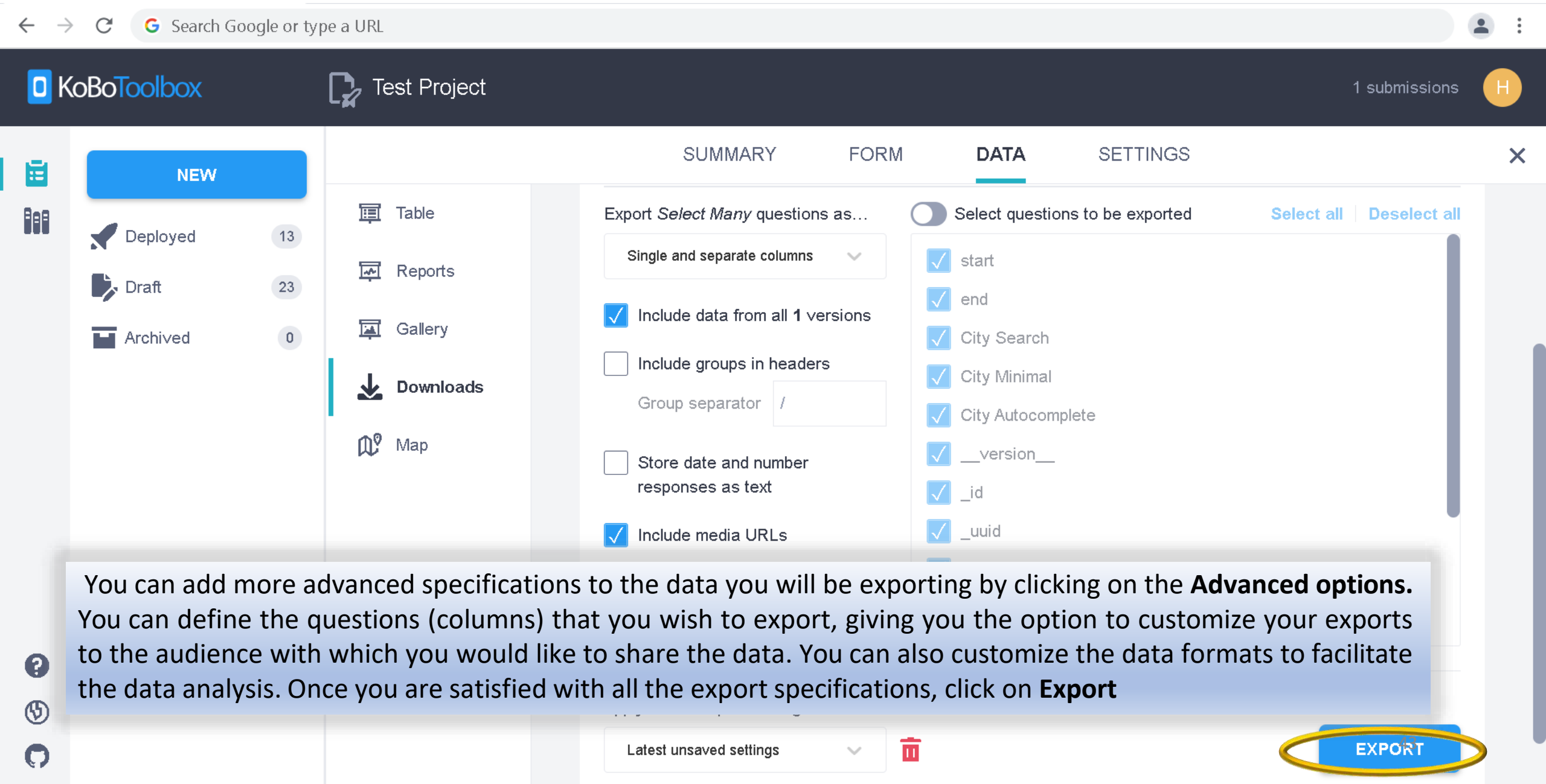


# Post-Collection Data Analysis: Viewing and Exporting Field Data



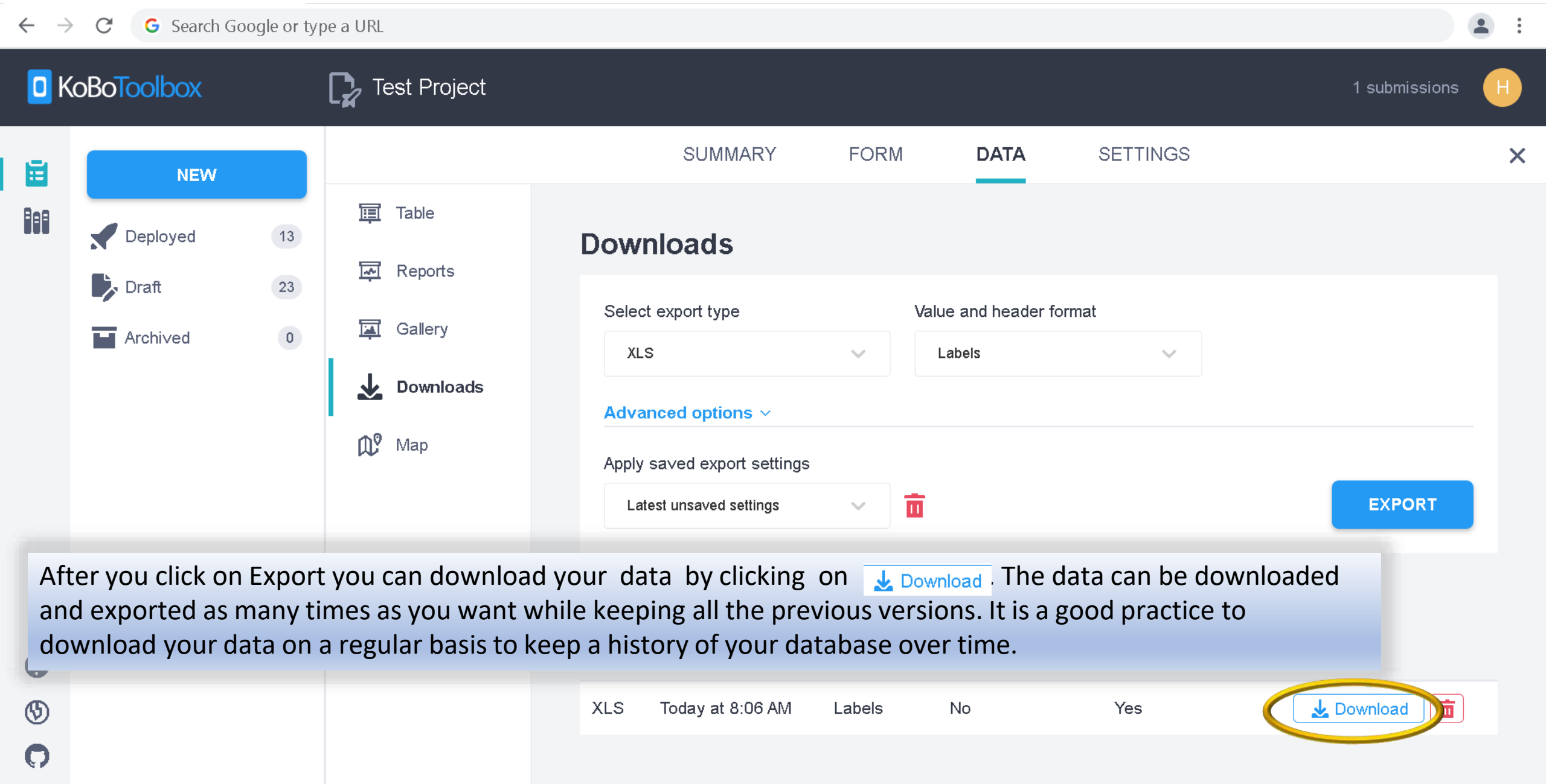

Most flexibility in terms of analyzing your data is given if you download it and clean/format it according to the project's specific requirements. Once data has been collected ,click on the **Download** button in the Data section. Then click on the arrow view the available formats to export the data. There you can download the data in geospatial (GEOJSON, CSV), multimedia (ZIP) or tabular (XLS) formats. Most available export types have additional, one-time options that allow you to choose the value and header format (data column name or label), decide whether to include the name of the groups in column headers, and customize the group separator. It is recommended to download all data in XLS format (default) and process it in Excel. Upon processing, the data can be transformed into CSV or other format directly in Excel.

# Post-Collection Data Analysis: Viewing and Exporting Field Data




You can add more advanced specifications to the data you will be exporting by clicking on the **Advanced options.** You can define the questions (columns) that you wish to export, giving you the option to customize your exports to the audience with which you would like to share the data. You can also customize the data formats to facilitate the data analysis. Once you are satisfied with all the export specifications, click on **Export**

# Post-Collection Data Analysis: Viewing and Exporting Field Data




After you click on Export you can download your data by clicking on Download. The data can be downloaded and exported as many times as you want while keeping all the previous versions. It is a good practice to download your data on a regular basis to keep a history of your database over time.